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ABSTRACT

This 2003 study was designed to collect data on the outcomes of short stay students, or former students who leave British Columbia's colleges, university colleges, and institutes after completing between 9 and 23 credits. Out of 2,273 former students eligible for surveying, 871 completed the survey, for a response rate of 38%. The survey collected data on these short stay students' overall satisfaction with their institution, objectives for enrolling, reasons for leaving, employment outcomes, and further studies. 56% of students surveyed identified themselves as female, and the students had a mean age of 26 for females and 24 for males, and a mean GPA of 2.35. The majority of short stay students were in open enrollment programs, with 63% in the Arts and Sciences. 58% of respondents reported they were very motivated when they first enrolled. The top four reasons for leaving that were rated as somewhat or very important by respondents were: (1) they had completed all credits needed or intended (48%); (2) they changed their mind about program or job goals (45%); (3) they transferred or qualified for admission elsewhere (38%); and (4) they got a job or decided to work (36%). Full transcript of student comments appended. (NB)

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2003 BC College and Institute Short Stay Pilot Survey

Short Stay Summary Report

Spring 2003

Summary Report from a Follow-Up
Survey of Former College, University
College, and Institute Students Who
Completed 9–23 Credits

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Introduction

The 2003 BC College and Institute Short Stay Pilot Survey was designed to collect data on the outcomes of former students who leave public colleges, university colleges, and institutes after completing a relatively small number of courses. It is important to understand why these students are leaving their institutions early, since their behaviour may have implications for service and program delivery.

Short stay students have been defined as former college, university college and institute students who have completed between 9 and 23 credits and have left their institution.* The survey collected data on these former students' overall satisfaction with their institution, objectives for enrolling, reasons for leaving, employment outcomes, and further studies.

Six BC institutions volunteered to fund and participate in the survey. There were two university colleges: the University College of the Cariboo and Okanagan University College; two urban institutions: Douglas College and BC Institute of Technology; and two rural colleges: Selkirk College and North Island College.

Data for this report are from survey interviews conducted, by telephone, in February and March 2003. Out of 2,273 former students eligible for surveying, 871 completed the survey, making the gross response rate 38 percent.* (The restricted budget for the project limited the number of interviews that could be conducted.)

Characteristics of Short Stay Students

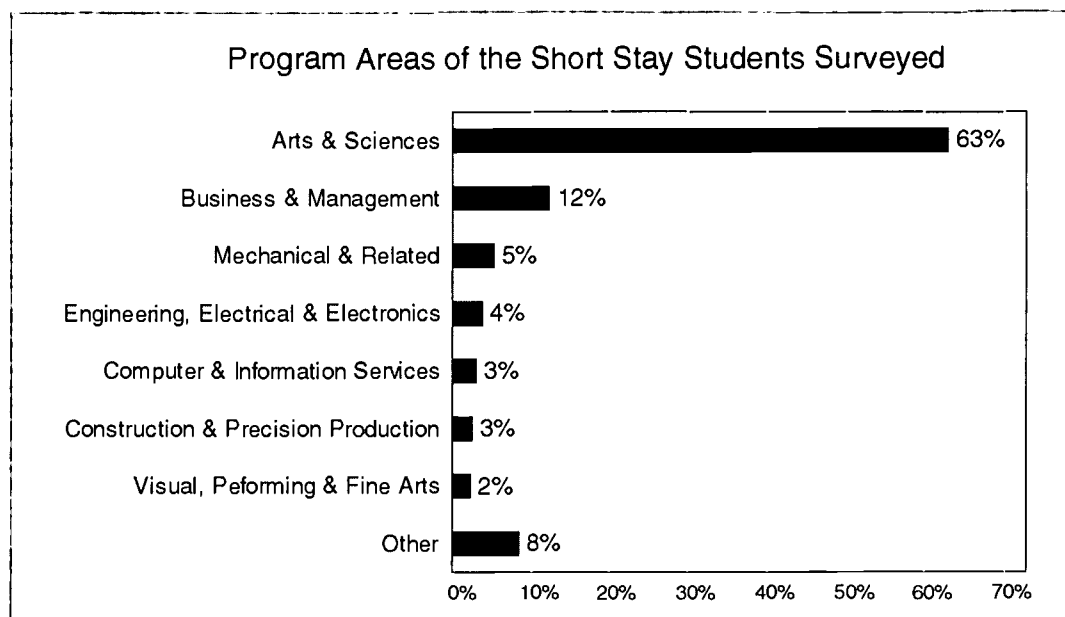
In the 2003 BC College and Institute Short Stay Pilot Survey, 56 percent of students surveyed identified themselves as female. Female respondents tended to be older than male respondents—the mean ages for females and males respectively were 26 and 24 with medians of 22 and 21. BCIT respondents were more likely to be male (75 percent).

The mean age of short stay students overall was 26 years, with a median age of 22, and a range of 18–63 years. North Island College respondents were older than other respondents with a median of 27.5 and a mean age of 31.

Student grade point averages (GPA) ranged from zero to four, with a mean of 2.35. Selkirk students had the highest average GPA (2.75) of all institutions.

The majority of short stay students were in “open enrolment” programs, with 63 percent in Arts and Sciences. Most of the respondents from Douglas College (91 percent) were in Arts and Sciences programs, as were 75 percent of Cariboo's respondents, 74 percent of Okanagan's, 73 percent of North Island's respondents, and 48 percent of Selkirk's—only 3 percent of short stay students from BCIT said they were in Arts and Sciences.

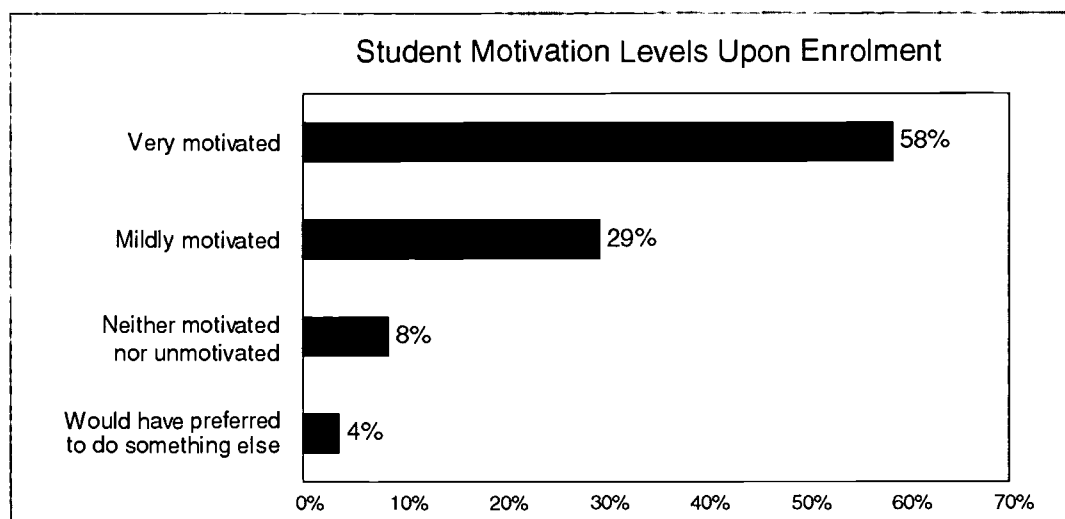
* Please see Appendix A for information on cohort selection and response rates.



Approximately 6 percent of respondents reported that they were concurrently enrolled at more than one post-secondary institution. Douglas College respondents were more likely than others to say they took courses at another institution while they were at Douglas: 12 percent were concurrently enrolled.

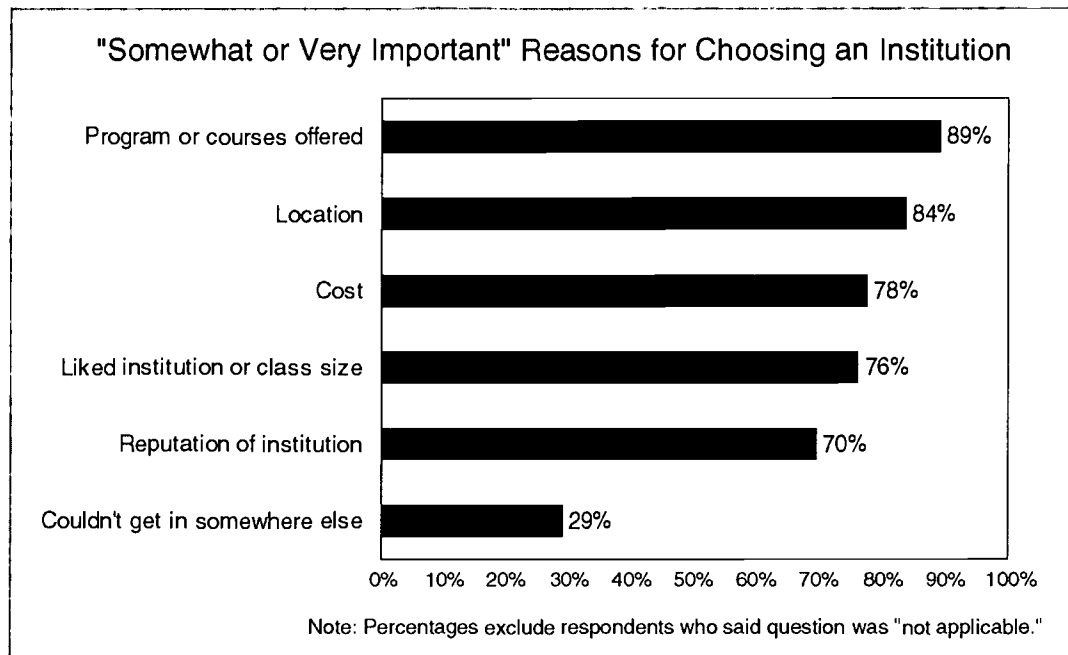
About one-third (34 percent) of respondents reported having had some prior post-secondary education: 13 percent previously attended a community college; 5 percent, a university college; 4 percent, an institute; and 9 percent had attended university.

The majority of survey respondents considered themselves to be “very motivated” about being a student when they first enrolled, while less than 4 percent indicated that they “would have preferred to do something else.” Respondents with higher GPAs (≥ 2.7) reported being more motivated when they first enrolled than did those with lower GPAs (≤ 2.69).

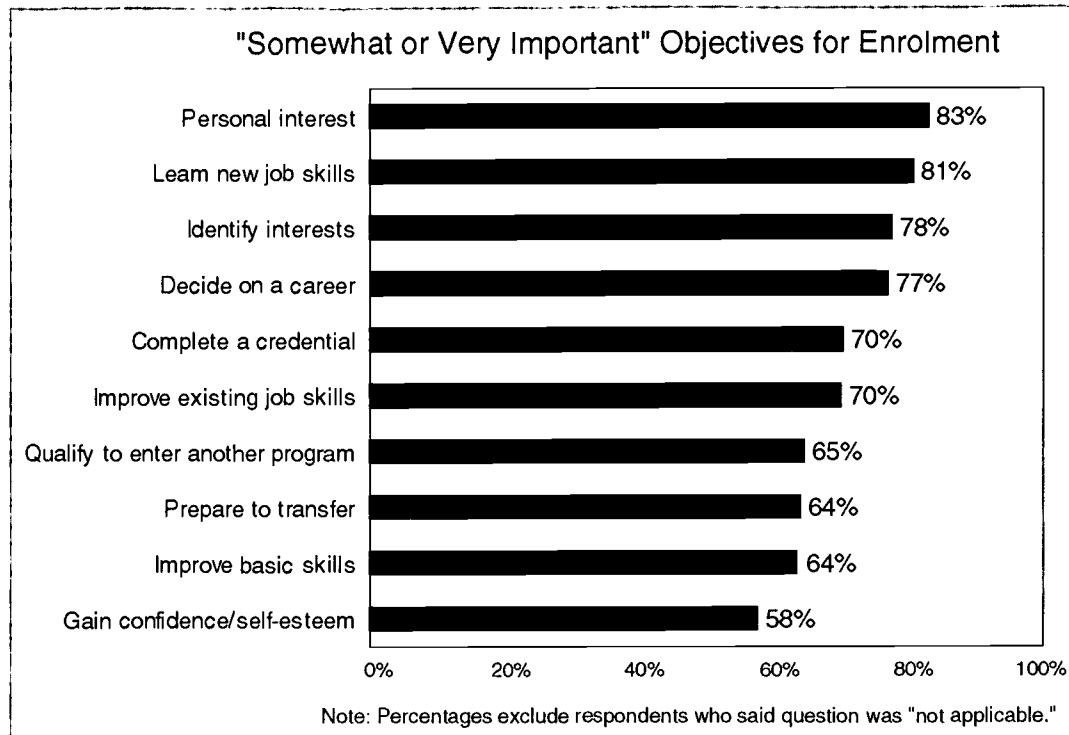


Why they Enrolled; Why they Left

For the short stay students surveyed, the most important factor in choosing an institution to attend was the program or courses offered—89 percent identified this as “somewhat or very important.” Location was also very influential: 84 percent of respondents said location was “somewhat or very important” in choosing their institution. Other prominent factors included cost, institution and class size, and reputation. Not being able to get in somewhere else was “not important” to 71 percent of respondents.



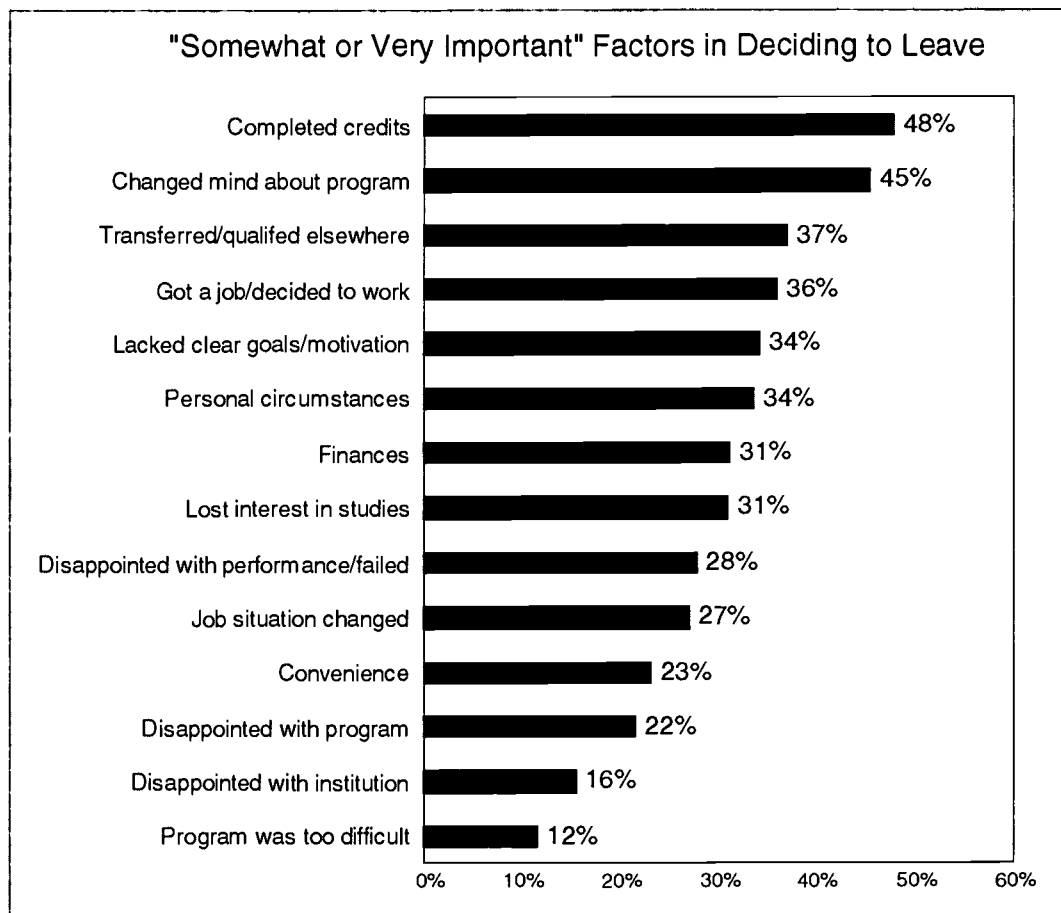
The top three objectives for enrolling, rated as “somewhat important or important,” were personal interest, to learn new job skills, and to identify interests. When they first enrolled, the vast majority of respondents (87 percent) reported that their reasons for enrolling were “somewhat or very clear” to them.



Also when they first enrolled, 82 percent of respondents were "somewhat or very certain" about the number of courses they wanted to take—86 percent wanted more than one or two courses. A third of respondents wanted to take a semester of courses—3 to 5—while 52 percent wanted 6 or more courses.

Respondents were asked to rate a number of possible reasons for leaving their institution; the top three factors that were rated as "somewhat or very important" in deciding to leave were: (1) they had completed all the credits needed or intended, (2) they changed their mind about their program or job goals, and (3) they transferred or qualified for admission elsewhere.

Short stay students with low GPAs were more likely to cite finances as a reason for leaving than were those with high GPAs (37 versus 24 percent). They were also more likely to say that they left because they lost interest in their studies (42 versus 16 percent). As well, a higher percentage of those with low GPAs reported that they left because they lacked clear goals or motivation, they were disappointed with their own performance, their program was too difficult, they changed their mind about their program or goals, or they got a job or decided to work.



When asked to report their *main* reason for leaving, at least 23 percent of short stay students said they left early because they had completed their program or completed the courses they wanted or needed—in many cases, to transfer to another program or institution.

"I had completed all the courses I intended to take there and was able to transfer."

"I needed to complete a few courses in order to transfer to UBC and I left because I had completed them."

"I completed my first section. I will be going back for more courses."

A sizeable number of respondents (approximately 16 percent) said they left for employment or work.

"I needed to get employment and changed my mind about the program."

"I left because I completed the course I registered in and got a job right after."

"I started losing interest and found out it was not necessary to take the program in order to find a job."

"I did a few courses and then got work, because I know I can go back and do more later."

About 11 percent said their main reason for leaving had to do with finances and affordability.

"I was not able to take any more courses until I had the finances to pay for them, so I took time off from studying to work."

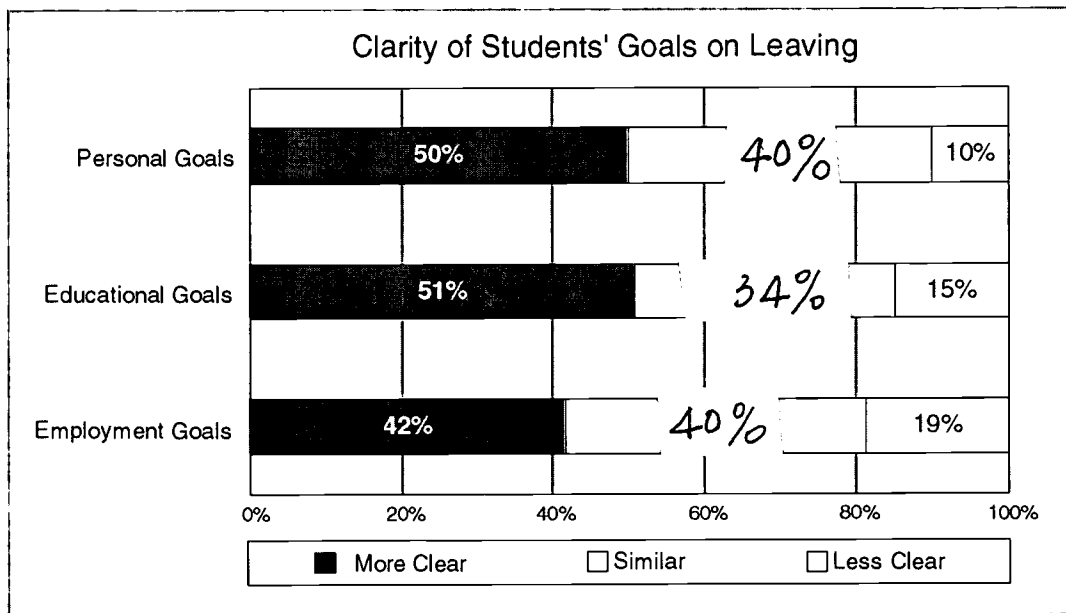
"The main reason I left was that the cost was too high for the student loan allowance that I was given, so I just couldn't afford to go to school."

"I left because I ran out of money."

"I left because the cost of living in BC was too high."

Other factors that influenced their decision to leave may have included failed or dropped courses; however, 63 percent of respondents reported no course failures, although some 18 percent indicated they had failed two or more courses. As well, 55 percent of all respondents reported they had not dropped or withdrawn from any courses, 27 percent dropped or withdrew from one, and 18 percent, from two or more.

When asked about changes in the clarity of their goals, about 42 percent of respondents indicated that their employment goals were clearer when they left the institution than when they entered. In addition, about 50 percent of respondents indicated that their educational goals were clearer when they left the institution than when they entered.



About 60 percent of respondents reported that they “mostly or completely” achieved their original objective for enrolling. Almost one-fifth (18 percent) said that their original objective for enrolling was not met at all. North Island College respondents were most likely to have reported achieving their original objective for enrolling—74 percent said they “mostly or completely” achieved this objective. Students with high GPAs more often reported achieving their objectives than did students with low GPAs (75 versus 49 percent). Students who went on to further studies reported that they had met their objective for enrolling more often than did those who did not seek further studies (64 versus 57 percent).

Evaluation of Education

Regardless of whether they achieved their original objective or not, 77 percent of respondents described their experience as worthwhile. Seventy-nine percent of respondents were “mainly or completely” satisfied with their overall experience of the institution, while 72 percent were “mainly or completely” satisfied with their program. Respondents from Selkirk College were most likely to report being “mainly or completely” satisfied with their program (84 percent). Students with high GPAs were also more likely to say they were satisfied with their program

There were no differences in program satisfaction ratings for those respondents who went on to further studies and those who did not. Interestingly, those students who did not seek further studies cited being “mainly or completely satisfied” with their overall experience at their institution more often than did respondents who did seek further studies (82 versus 75 percent).

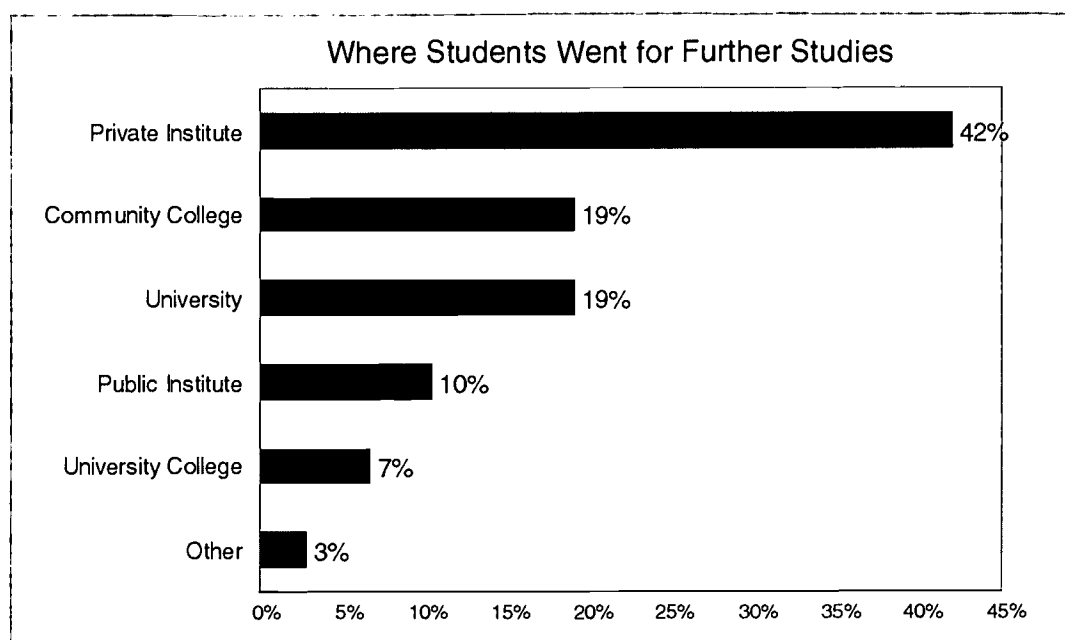
Educational standards (e.g., grading, challenge) received the greatest proportion (81 percent) of “good or very good” ratings from the short stay students surveyed. On the other hand, only 62 percent of respondents reported that the preparation they received for future work was “good or very good.” BCIT respondents were most likely to report that the preparation they received for future work was “good or very good.”



Further Education Outcomes

Since leaving their institution, almost half (46 percent) of all respondents took some further studies. Of these respondents, some 71 percent studied full-time. Respondents from Douglas College were more likely to go on to take further studies (59 percent).

Private institutions received the greatest proportion of these short stay students—42 percent. A further 19 percent went to university, 7 percent to university college, and another 19 percent to a community college. Respondents from Okanagan University College differed in their choices for further studies: 44 percent of those who continued their education went to a community college.

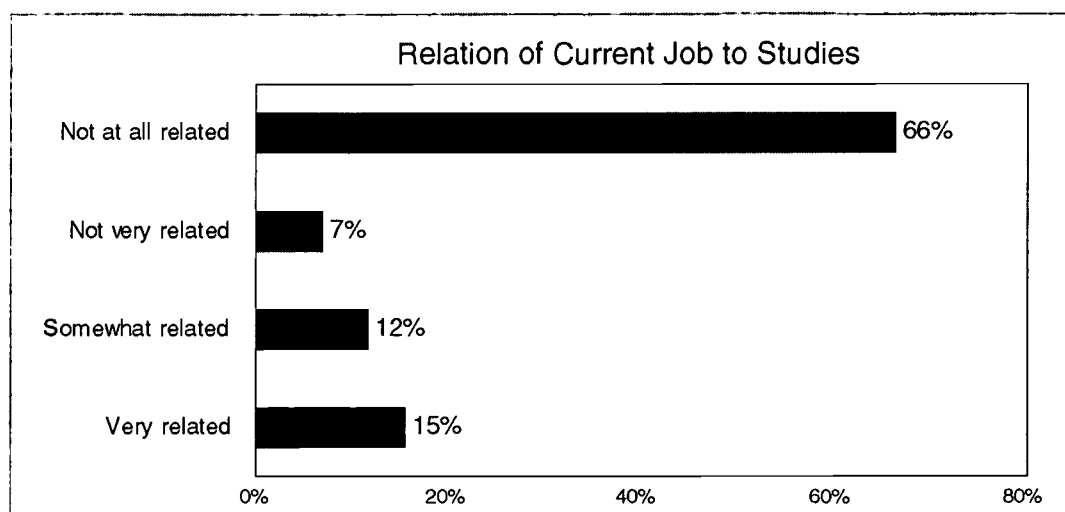


Sixty-two percent of respondents took courses that were “somewhat or very related” to what they studied at their college or university college, while 28 percent said their further education was not at all related.

Employment Outcomes

At the time of the survey, 69 percent of respondents were employed. Forty-three percent of respondents indicated that they got their job before they left their institution, and 28 percent reported that this employment was part of their desired career path. Of those working at the time of the survey, 37 percent had taken further studies since leaving their college or university college.

Just over one-quarter (27 percent) of respondents stated that their job was “somewhat or very related” to what they took in school. Students with high GPAs were more likely than those with low GPAs to be working in a job related to the training they took (38 versus 19 percent). BCIT respondents were most likely to report that their job was “somewhat or very related” to what they took in school.



Conclusion

In several ways—age and gender, for example—the short stay students appear typical of other college, university college, and institute students. The majority of short stay students had enrolled in Arts and Sciences programs, and a sizeable percentage had taken previous post-secondary education.

Almost all of the former students surveyed had registered at their institution initially because of courses or a program they wanted. Like other students, short stay students enrolled for a variety of reasons, including location of the institution, personal interest, and learning new job skills.

Again like other former students, short stay students left their programs with their share of successes and failures. There were many successes: the reasons short stay students gave for leaving included completing what they wanted and qualifying to transfer to another program or institution. Many simply changed their minds about the program, and many went to work.

For about half of respondents, their educational and personal goals were clarified by their experiences at their college or university college. A considerable majority were satisfied with their experience and thought it was worthwhile. Almost half went on to take some further education—a large number at private institutions. Although employment outcomes for short stay students are difficult to interpret, a sizeable majority were employed at the time of the survey.

Appendix

Origins of the 2003 BC College and Institute Short Stay Pilot Survey

In 1996, Douglas College did a study of its short stay students (defined as those who earned 9–23 credits before leaving) to ask why they left, what they did subsequently, and what they thought of their college experience. In 2002, Douglas College asked other institutions to co-operate and do a similar study. Seven institutions approached the Ministry for project funding.

When the Ministry notified them that funds were not available, six of the interested institutions continued with the project. In support of this “initiative from the field,” the British Columbia Outcomes Working Group (OWG) added funds to produce a summary report. The OWG is the group that oversees the BC College and Institute Student Outcomes Survey project.

Relationship to the BC College and Institute Student Outcomes Survey

Since 1988, BC’s public colleges, university colleges, and institutes, in co-operation with the Ministry of Advanced Education, have collected student feedback through the annual College and Institute Student Outcomes Survey (CISO). Former students from academic and applied programs are contacted by telephone 9–20 months after they have completed all, or a significant portion, of their program. They are asked if they were satisfied with the education they received and about their experiences at the institution, their employment status, and any further studies they’ve taken.

The Short Stay Pilot Survey was intended to complement the BC College and Institute Student Outcomes Survey. The participating institutions, which are members of OWG, wanted to use the expertise of the Centre for Education Information—managers of the CISO survey—to manage the short stay survey. This was seen as an efficient and effective approach to gathering information on former students who are not included in the regular CISO survey.

To ensure that the information from the Short Stay Pilot Survey would be available to all colleges, university colleges, and institutes, the OWG funded the production of this summary report. There is no budget provision for the survey to be done again; however, several other institutions have expressed interest in this type of survey.

Cohort Selection

The following criteria were used to select students for surveying:

- Students in preparatory (ABE and ESL) or adult special education programs were excluded because they require different questions and methodologies
- Students must have a minimum of 9 credits, to ensure they had sufficient exposure to the institution to provide informed comments

- The maximum number of credits earned is 23, to prevent overlap with the BC College and Institute Student Outcomes Survey cohort
- Students must have left the institution approximately 9–12 months prior to the survey

The criteria for former BCIT students are a little different, as follows:

- Students must have a minimum of 9 credits, to ensure they had sufficient exposure to the institution to provide informed comments
- Students must not have achieved more than 75 percent of the program requirement, to prevent overlap with the BC college and institute student outcomes survey cohort
- Students must have left the institution approximately 9–12 months prior to the survey

Response Rates

The cohort information was collected from participating institutions in January and February 2003. A data collection firm conducted the interviews, by telephone, between February 10 and March 31, 2003. Out of 2,273 former students eligible for surveying, 871 completed the survey, for a gross response rate of 38 percent. The response rate varied by participating institution, as follows:

Participating Institution	Cohort	Respondents	Response Rate
British Columbia Institute of Technology	412	150	36%
Douglas College	604	219	36%
North Island College	222	108	49%
Okanagan University College	347	155	45%
Selkirk College	354	118	33%
University College of the Cariboo	334	121	36%

It should be noted that this Short Stay Pilot Survey was limited in its scope—once the budget for data collection was expended, the interviewing stopped. The resulting response rate, therefore, does not match the rate that could have been achieved with a higher budget.

Percentages and Rounding

For consistency and ease of presentation, percentages in the report text and charts have been rounded to whole numbers and may not always add to 100. Unless otherwise noted, each percentage is based on the number of students who responded to the question—those who refused the question, or said “don’t know,” were not included in the calculation.

Follow-Up Survey of “Short Stay” Students 2002 Leavers Surveyed in 2003

Earned 9 - 23 Credits
(30% – 75% of First Year)

Excludes ABE/DVST and ESL Students

Response Rate: Douglas College	All 6 Institutions
	(OUC, UCC, BCIT, Douglas, North Island, Selkirk)
219 of 604 = 36%	871 of 2,273 = 38%

Introductory questions to confirm survey eligibility or to assist with survey administration are not reported here.

II. Entry Characteristics

Q5. What type of educational institution did you last attend before entering our institution?

	Douglas College	All Institutions
1. Secondary school (High School)	63%	66%
2. Community College	9%	13%
3. University College	7%	5%
4. University	12%	9%
5. Public Institute	6%	4%
6. Private Institution or organization	3%	3%
7. Other – Please specify _____	0%	0%
8. Don't Know	0%	0%

Q6. If you attended Grade 12, what were your grades?

	Douglas College	All Institutions
1. Mainly C's and lower	5%	4%
2. C+ with some C's and B's	43%	38%
3. Mainly A's and B's	35%	39%
4. Quite variable	12%	14%
5. Did not complete grade 12 (includes foreign equivalent)	5%	4%
6. Don't Know	1%	1%

Q7. While enrolled at our institution, did you also take any courses at another college, university college, institute, or university (including ABE, ESL)?

	Douglas College	All Institutions
1. Yes	12%	6%
2. No – GO TO Q9	87%	94%
3. Don't Know - GO TO Q9	1%	0%

If yes, Q8. Did you take these courses at a College, University College, Institute or University?

	Douglas College (n = 27)	All Institutions (n = 56)
1. College	22%	27%
2. University College	19%	20%
3. Institute	19%	11%
4. University	41%	38%
5. Other (please specify) _____	0%	4%
6. Don't Know	0%	2%

Q9. Reasons for choosing our institution:

	Important	Somewhat Important	Not Important	Not Applicable
A. LOCATION				
Douglas College	65%	22%	12%	1%
All Institutions	67%	14%	16%	3%
B. PROGRAM OR COURSES OFFERED				
Douglas College	64%	24%	12%	0%
All Institutions	67%	23%	11%	0%
C. COST				
Douglas College	53%	26%	19%	2%
All Institutions	54%	22%	22%	2%
D. COULDN'T GET IN SOMEWHERE ELSE				
Douglas College	19%	11%	43%	27%
All Institutions	12%	7%	46%	36%
E. REPUTATION OF COLLEGE AND/OR PROGRAM				
Douglas College	32%	26%	37%	5%
All Institutions	39%	26%	28%	7%
F. LIKED COLLEGE AND/OR CLASS SIZE				
Douglas College	49%	22%	27%	2%
All Institutions	50%	22%	23%	6%
G. OTHER REASON				
Douglas College	9%	2%	0%	89%
All Institutions	6%	1%	0%	93%

G. OTHER REASON (Please specify):

- *A lot of my friends went there.*
- *Because my friends were there.*
- *Friends who had taken courses there recommended Douglas College.*
- *I had friends there and it had a good atmosphere.*
- *I had friends there.*
- *I knew a lot of people who were going to Douglas College.*
- *I knew several people and wanted to be with them at Douglas College.*
- *I played basketball for the team.*

G. OTHER REASON (Please specify): (cont'd.)

- *I wanted to join the wrestling team.*
- *I wanted to use Douglas College as a stepping-stone before I enroll in University.*
- *I wasn't sure what I wanted to do.*
- *My brother was attending the College.*
- *My friends went there.*
- *My peers attended Douglas College after high school.*
- *Out of all of the colleges, it seemed like the best one.*
- *Prompt response I received from the college.*
- *Relaxed atmosphere and friendly staff.*
- *The counselors.*
- *The good quality of the instructors.*
- *The sit in policy (late registration) helped me out.*
- *The sports offered.*
- *Their athletics and I had friends attending there.*
- *They have a good baseball team.*
- *They have a great chemistry teacher.*

Q10. Goals when first started at our institution:

	Important	Somewhat Important	Not Important	Not Applicable
A. TO PREPARE TO TRANSFER TO ANOTHER INSTITUTION				
Douglas College	67%	11%	19%	3%
All Institutions	45%	14%	33%	8%
B. TO QUALIFY TO ENTER A PROGRAM IN ANOTHER FIELD				
Douglas College	50%	18%	27%	5%
All Institutions	40%	19%	33%	8%
C. TO COMPLETE A DIPLOMA, DEGREE OR CERTIFICATE AT [NAME OF INSTITUTE]				
Douglas College	39%	17%	38%	6%
All Institutions	50%	17%	28%	5%
D. TO IMPROVE EXISTING JOB SKILLS				
Douglas College	39%	16%	39%	6%
All Institutions	52%	13%	28%	7%
E. TO LEARN NEW JOB SKILLS				
Douglas College	48%	18%	30%	5%
All Institutions	62%	15%	19%	4%
F. TO DECIDE ON A CAREER OR CHANGE CAREERS				
Douglas College	54%	16%	26%	4%
All Institutions	56%	18%	22%	5%
G. TO FIND OUT WHAT YOU ENJOY STUDYING				
Douglas College	56%	19%	22%	3%
All Institutions	56%	19%	22%	3%

Q10. Goals when first started at our institution: (cont'd.)

	Important	Somewhat Important	Not Important	Not Applicable
H. FOR PERSONAL INTEREST				
Douglas College	49%	27%	21%	3%
All Institutions	53%	28%	17%	2%
I. TO IMPROVE BASIC SKILLS (READING, WRITING, OR MATH)				
Douglas College	37%	21%	37%	5%
All Institutions	40%	20%	34%	6%
J. TO GAIN CONFIDENCE OR SELF-ESTEEM				
Douglas College	27%	19%	46%	7%
All Institutions	31%	24%	40%	5%
K. OTHER GOAL				
Douglas College	1%	0%	0%	99%
All Institutions	2%	0%	0%	98%

K. OTHER GOAL (Please Specify):

- *Looking for a place to get some feedback on writing work.*
- *To get good grades.*

Q11. When you first enrolled at our institution, how clear were your reasons for enrolling?

	Douglas College	All Institutions
1. Very clear	48%	53%
2. Somewhat clear	36%	34%
3. Vague	11%	10%
4. Not at all clear	5%	4%
5. Don't Know	0%	0%

Q12. Which of the following best describes the total number of courses you planned to take at our institution when you first started there?

	Douglas College	All Institutions
1. One or two courses	12%	13%
2. Three to five courses	41%	34%
3. Six to ten courses (about 2 semesters)	18%	25%
4. Eleven or More courses (3 or more semesters)	27%	26%
5. Don't Know	2%	2%

Q13. How certain were you initially about the total number of courses you intended to take?

	Douglas College	All Institutions
1. Very certain	43%	48%
2. Somewhat certain	35%	33%
3. Rather uncertain	18%	15%
4. Very uncertain	4%	3%
5. Don't Know	1%	2%

Q14. How motivated or enthusiastic about being a student were you when you first started at our institution?

	Douglas College	All Institutions
1. Very motivated	52%	58%
2. Mildly motivated	33%	29%
3. Neither motivated or unmotivated (neutral)	11%	8%
4. Would have preferred to do something else	5%	4%
5. Don't Know	0%	0%

III. Evaluation of Institution

Q15. How would you rate the following aspects of our institution based on your personal experiences here?

	Very Good	Good	Adequate	Poor	Very Poor	Not Applicable	Don't Know
A. QUALITY OF INSTRUCTION							
Douglas College	34%	45%	20%	1%	0%	1%	0%
All Institutions	35%	43%	18%	2%	2%	0%	0%
B. ORGANIZATION OF PROGRAM							
Douglas College	23%	46%	25%	3%	0%	3%	0%
All Institutions	28%	47%	18%	4%	2%	2%	0%
C. QUALITY OF SUPPORT SERVICES SUCH AS LIBRARY, COMPUTING AND ADVISORS							
Douglas College	29%	41%	16%	5%	3%	7%	1%
All Institutions	33%	38%	16%	5%	2%	7%	1%
D. FRIENDLINESS/WELCOMING ATMOSPHERE							
Douglas College	26%	46%	25%	2%	1%	1%	0%
All Institutions	38%	40%	18%	2%	1%	2%	0%
E. ORIENTATION TO THE INSTITUTION OR PROGRAM							
Douglas College	11%	24%	26%	6%	1%	30%	2%
All Institutions	19%	33%	19%	5%	1%	23%	1%
F. REGISTRATION PROCESSES/ACCESS TO COURSES							
Douglas College	16%	32%	25%	16%	11%	1%	0%
All Institutions	24%	38%	22%	9%	6%	2%	0%
G. QUALITY OF CAMPUS LIFE, E.G. PLACES TO SOCIALIZE AND FOR RECREATION							
Douglas College	13%	40%	22%	7%	2%	15%	2%
All Institutions	17%	35%	20%	8%	2%	16%	1%
H. EDUCATIONAL STANDARDS (EG. GRADING, CHALLENGE)							
Douglas College	22%	55%	19%	3%	0%	1%	0%
All Institutions	29%	52%	15%	3%	1%	1%	0%
I. YOUR OWN ENJOYMENT OF THE INSTITUTION							
Douglas College	20%	53%	20%	6%	0%	1%	0%
All Institutions	28%	46%	17%	6%	2%	1%	0%

	Very Good	Good	Adequate	Poor	Very Poor	Not Applicable	Don't Know
J. THE PREPARATION YOU RECEIVED FOR ANY FUTURE STUDY							
Douglas College	19%	45%	25%	6%	1%	5%	1%
All Institutions	22%	43%	21%	5%	2%	7%	1%
K. THE PREPARATION YOU RECEIVED FOR ANY FUTURE WORK							
Douglas College	11%	30%	27%	10%	1%	22%	0%
All Institutions	17%	35%	22%	8%	1%	17%	1%

Goal Clarification

Q16. Were your EMPLOYMENT GOALS more clear, similar, or less clear when you left our institution compared to when you entered?

	Douglas College	All Institutions
1. More Clear	37%	41%
2. Similar	46%	39%
3. Less Clear	15%	18%
4. Not Applicable	2%	2%
5. Don't Know	1%	0%

Q17. Were your EDUCATIONAL GOALS more clear, similar, or less clear when you left our institution compared to when you entered?

	Douglas College	All Institutions
1. More Clear	55%	50%
2. Similar	36%	34%
3. Less Clear	10%	15%
4. Not Applicable	0%	1%
5. Don't Know	0%	0%

Q18. Were your PERSONAL GOALS more clear, similar, or less clear when you left our institution compared to when you entered?

	Douglas College	All Institutions
1. More Clear	43%	50%
2. Similar	47%	39%
3. Less Clear	10%	10%
4. Not Applicable	1%	1%
5. Don't Know	0%	0%

Q19. What, if anything, would you like to see different about our institution?

	Douglas College	All Institutions
1. Don't Change Anything	17%	21%
2. Comment Provided	59%	57%
<i>(Examples appear next page. See Appendix for full transcript.)</i>		
3. Don't Know	23%	22%

Q19. What, if anything, would you like to see different about our institution? (cont'd.)

- *Have enough seats available in certain courses for the present demand.*
- *Have more classes and reduce waiting lists.*
- *I'd like them to increase the sizes of classrooms, or increase the number of classes so that more students could take the courses.*
- *More courses offered because it was difficult to get into classes at times.*
- *There should be a better selection of courses and more availability.*
- *I would like to see more seats for courses, and different times courses are offered.*
- *The registration was confusing.*
- *I want easier registration.*
- *I would like to see less rules regarding the registration process and more help when you're registering.*
- *The registration staff doesn't always give out accurate information and they mislead the students. Some of the staff needs to be more approachable and friendly.*
- *I would like the tuition to decrease.*
- *Douglas College is too much like a high school and it should be more like a university.*
- *I think they should improve the general atmosphere and the Campus should be brighter with more lights. The campus should have a better vibe.*
- *More activities for students, like social activities.*

Q20. What, if anything, was valuable to you about being a student at our institution?

	Douglas College	All Institutions
1. Nothing was Valuable	9%	10%
2. Comment Provided	65%	69%
<i>(Examples appear below. See Appendix for full transcript.)</i>		
3. Don't Know	26%	21%

- *Being a student at Douglas College taught me responsibility, discipline, and independence.*
- *Being at Douglas College opened up a whole new area of interest and understanding of the process of higher education for me.*
- *It made me think about having a stronger educational future, because it opened my eyes to future educational possibilities.*
- *Douglas College has a good reputation and it prepared me to go to university.*
- *Learning how to be a post-secondary student.*
- *I found out what I wanted do with my study.*
- *It gave me the direction I needed in terms of the career I wanted.*
- *The knowledge I gathered there was very valuable.*
- *The benefit of being able to try courses and the class size was nice. More one-on-one helped me.*
- *The instructors and class size made it a wonderful experience.*
- *The small class sizes were very valuable to me. As a result, the professor treated me like a person, rather than a number.*
- *The teachers are very nice and the instruction was very good.*
- *The teacher-student interaction was valuable to me. I was previously not a very good student. At Douglas College, the small class sizes allowed me to socialize, get to know instructors, ask questions, and that was a big help when I went on to university.*
- *I felt comfortable there, and I had really great communication with the teachers and they were on my side.*

IV. Reasons for Leaving

Q21. How important were each of the following reasons for leaving our institution?

	Important	Somewhat Important	Not Important	Don't Know
A. COMPLETED ALL THE CREDITS I NEEDED OR TOOK ALL THE COURSES I INTENDED				
Douglas College	35%	10%	55%	1%
All Institutions	33%	15%	52%	1%
B. TRANSFERRED OR QUALIFIED FOR ADMISSION ELSEWHERE				
Douglas College	45%	6%	48%	1%
All Institutions	28%	8%	63%	1%
C. CHANGED MIND ABOUT PROGRAM OR JOB GOALS				
Douglas College	29%	18%	52%	1%
All Institutions	31%	14%	54%	1%
D. LACKED CLEAR GOALS OR MOTIVATION				
Douglas College	17%	16%	67%	1%
All Institutions	17%	17%	65%	1%
E. DISAPPOINTED WITH PROGRAM				
Douglas College	10%	11%	80%	1%
All Institutions	11%	11%	78%	0%
F. DISAPPOINTED WITH INSTITUTION				
Douglas College	6%	12%	82%	0%
All Institutions	7%	9%	84%	0%
G. DISAPPOINTED WITH OWN PERFORMANCE OR FAILED PROGRAM				
Douglas College	11%	15%	74%	0%
All Institutions	13%	15%	72%	0%
H. PROGRAM WAS TOO DIFFICULT				
Douglas College	2%	7%	91%	0%
All Institutions	3%	8%	88%	0%
I. LOST INTEREST IN STUDIES				
Douglas College	14%	16%	70%	1%
All Institutions	14%	17%	69%	0%
J. GOT A JOB OR DECIDED TO WORK				
Douglas College	24%	11%	65%	0%
All Institutions	25%	11%	64%	1%
K. JOB SITUATION CHANGED				
Douglas College	18%	8%	74%	0%
All Institutions	18%	9%	72%	0%

Q21. How important were each of the following reasons for leaving our institution? (cont'd.)

	Important	Somewhat Important	Not Important	Don't Know
L. CONVENIENCE (E.G. TRANSPORTATION, SCHEDULING)				
Douglas College	14%	11%	74%	1%
All Institutions	13%	10%	76%	1%
M. PERSONAL CIRCUMSTANCES (E.G. HEALTH, FAMILY)				
Douglas College	23%	9%	68%	0%
All Institutions	25%	9%	66%	1%
N. FINANCES				
Douglas College	19%	14%	67%	0%
All Institutions	20%	12%	68%	0%
O. OTHER REASONS				
Douglas College	7%	0%	93%	0%
All Institutions	8%	1%	91%	0%

O. OTHER REASONS (PLEASE SPECIFY):

- *Administration problems: very disorganized.*
- *I could not get into the courses I wanted (course availability).*
- *I got deregistered from everything and could not reregister.*
- *I had a baby.*
- *I had a lot of trouble with the registration. I spoke to a lot of people and was not satisfied, and so I ended up with the wrong classes.*
- *I just wanted to take a break from school for a while and do other things before continuing.*
- *I left because I didn't like getting taught by a Professor that I felt didn't want to be there.*
- *I moved from the area.*
- *I wanted a change, something brighter.*
- *I wanted to go traveling this year.*
- *I wanted to seek education in a well-rounded media program and Douglas could not offer me this.*
- *I was on the waiting list for the Nursing program, but it was taking too long so I decided to leave.*
- *Some of the teachers lacked experience and were rude.*
- *The programs that I wanted were not offered.*
- *The wait-lists were huge and I couldn't get into the course that I needed.*

Q22. What, in your own words, was the main reason you left our institution?

	Douglas College	All Institutions
1. Comment Provided	99%	99%
<i>(Examples appear below. See Appendix for full transcript.)</i>		
2. Don't Know	1%	1%

- *I completed the courses I needed at Douglas College.*
- *I had completed all the courses I intended to take there.*
- *I had completed what I intended to and I am moving on to university.*
- *I left because I completed the courses required in order to transfer to the program I desired.*

Q22. What, in your own words, was the main reason you left our institution? (cont'd.)

- *I left Douglas College because I completed everything I wanted to do there and I transferred on for further education.*
- *I had to transfer to another institution because I want to study at University level.*
- *I transferred to another college.*
- *I left because of the wait listing and the lack of available courses, so I transferred elsewhere.*
- *I left because I was getting frustrated with not getting the courses I wanted, and I wasn't progressing fast enough because I wasn't getting the courses I wanted.*
- *I left Douglas College because I couldn't get into the two courses that I still needed.*
- *They didn't have any programs that interested me.*
- *I left because I didn't have enough money to both pay for tuition and live.*
- *I left because I ran out of money.*
- *I left because I got a job and was unable to concentrate on both studies and work, so I took some time off.*
- *I wasn't sure what exactly I wanted to do, so I felt I was wasting time.*
- *My lack of clear goals and motivation, so I didn't have the interest.*
- *I was not doing well academically.*

Problems completing specific courses:

Q23. How many, if any, courses did you FAIL?

	Douglas College	All Institutions
1. None	69%	61%
2. One	13%	18%
3. Two or more	16%	18%
4. Don't Know	3%	3%

Q24. How many, if any, courses did you DROP OR WITHDRAW FROM?

	Douglas College	All Institutions
1. None	55%	55%
2. One	25%	27%
3. Two or more	19%	18%
4. Don't Know	1%	1%

Q25. How many, if any, courses did you REPEAT?

	Douglas College	All Institutions
5. None	83%	88%
6. One	11%	10%
7. Two or more	6%	3%
8. Don't Know	1%	0%

Q26. To what extent did you achieve your original objective for enrolling at our institution?

	Douglas College	All Institutions
1. Completely Met	24%	23%
2. Mostly Met	32%	37%
3. Not Really Met	22%	21%
4. Not Met at all	21%	18%
5. Don't Know	2%	1%

Q27. Regardless of whether you achieved your original objective, how worthwhile was your educational experience at our institution?

	Douglas College	All Institutions
1. Completely worthwhile	35%	44%
2. Mainly worthwhile	39%	33%
3. Only partially worthwhile	23%	19%
4. Not worthwhile at all	3%	4%
5. Don't Know	0%	0%

Q28. How satisfied were you with your program?

	Douglas College	All Institutions
1. Completely satisfied	35%	36%
2. Mainly satisfied	37%	35%
3. Partially satisfied	20%	22%
4. Not satisfied at all	7%	6%
5. Don't Know	1%	1%

Q29. Overall, how satisfied were you with our institution and your overall experience here?

	Douglas College	All Institutions
1. Completely satisfied	29%	37%
2. Mainly satisfied	45%	42%
3. Partially satisfied	23%	17%
4. Not satisfied at all	3%	4%
5. Don't Know	0%	0%

V. Subsequent Education

Q30. Since taking your last course at our institution, have you taken or are you taking any further studies?

	Douglas College	All Institutions
1. Yes	59%	46%
(Mark yes if respondents is between semesters or completed one course and is about to enroll in another.)		
2. No – GO TO Q36	41%	54%
3. Don't Know – GO TO Q36	1%	0%

If yes,

Q31. Did you or are you studying full-time or part-time?

	Douglas College (n = 129)	All Institutions (n = 397)
1. Full time	79%	70%
2. Part Time	20%	29%
3. Don't Know	1%	1%

Q32. To what extent were or are your further studies related to what you studied at our institution?

	Douglas College (n = 129)	All Institutions (n = 397)
1. Very Related	36%	37%
2. Somewhat Related	26%	26%
3. Not Very Related	7%	9%
4. Not At All Related	30%	28%
5. Don't Know	0%	0%

Q33. What was or is your field of further studies?

(Examples appear below. See Appendix for full transcript.)

- *Bachelor of Arts [various majors]*
- *Business Administration*
- *Bachelor of Science [various majors]*
- *Civil Engineering*
- *Electronics*
- *Massage Therapy*
- *Mining Technology*
- *Real Estate*
- *Residential Construction*
- *Upgrading some courses in math*

Q34. What was the name of the other institution at which you were/are enrolled for further studies?

	Douglas College (n = 129)	All Institutions (n = 397)
BCIT	23%	11%
SFU	19%	8%
UBC	11%	5%
Other Public BC Institution	26%	47%
Other (Please Specify)	19%	26%
Don't Know/Refused	2%	3%

- *Alberta College of Art and Design*
- *Blanche MacDonald Centre for Applied Design (2)*
- *Burnaby College/ Western Montessori Teachers' College*
- *Campbellsville University*
- *Coquitlam Learning and Opportunity Centre*
- *Focal Point Photography School (2)*
- *John Casablanca's Institute*
- *Merced College - California*
- *New West Senior Secondary*
- *Royal Canadian Military Army*
- *Sprott-Shaw Community College*
- *Trinity Western University (2)*
- *University College of Cape Breton*
- *University of Calgary*
- *University of Central Florida*
- *Vancouver Premier College*
- *West Coast College*
- *West Coast College of Massage Therapy (2)*
- *York University*

If Q34 = Other Specify or Don't Know or Refused, then GO TO Q35

Q35. What type of institution is this other institution? (University, University College, College, Institute or Organization)

	Douglas College (n = 27)	All Institutions (n = 115)
1. University	33%	17%
2. University College	4%	6%
3. Community College	4%	17%
4. Public Institute	7%	10%
5. Private Institution or Organization	44%	38%
6. Other (Please Specify)	4%	3%
7. Don't Know	4%	9%

- *Upgrading adult education at high school.*

VI. Subsequent Employment

Q36. Are you currently working at a job or business?

	Douglas College (n = 27)	All Institutions (n = 115)
1. Yes - - GO TO Q39	70%	69%
2. No	30%	31%
3. Don't Know	0%	0%

If No/Don't Know,

Q37. Have you had paid employment since leaving our institution?

	Douglas College (n = 66)	All Institutions (n = 271)
1. Yes - GO TO Q39	59%	68%
2. No	39%	31%
3. Don't Know	0%	0%

If No/Don't Know (no paid employment since leaving),

Q38. Did you want a job?

	Douglas College (n = 27)	All Institutions (n = 87)
1. Yes - - GO TO Q43	33%	44%
2. No - GO TO Q43	63%	53%
3. Don't Know - GO TO Q43	0%	1%

If Yes (had paid employment since leaving),

Q39. Did you get this employment before leaving our institution?

	Douglas College (n = 192)	All Institutions (n = 784)
1. Yes	57%	43%
2. No	42%	57%
3. Don't Know	1%	0%

Q40. To what extent is/was your job related to the training you took at our institution?

		Douglas College (n = 192)	All Institutions (n = 784)
1.	Very Related	6%	15%
2.	Somewhat Related	13%	12%
3.	Not Very Related	8%	7%
4.	Not At All Related	73%	66%
5.	Don't Know	1%	0%

Q41. Is/Was that employment part of your desired career path?

		Douglas College (n = 192)	All Institutions (n = 784)
1.	Yes	25%	28%
2.	Partially	10%	10%
3.	No	64%	61%
4.	Don't Know	2%	1%

Q42. What is/was your job title or occupation?

(Examples appear below. See Appendix for full transcript.)

- | | |
|--|-----------------------------------|
| • <i>Administrative Assistant</i> | • <i>Food Server</i> |
| • <i>Assistant Manager</i> | • <i>Manager at a restaurant</i> |
| • <i>Bartender</i> | • <i>Sales Associate – Retail</i> |
| • <i>Cashier</i> | • <i>Stock Person</i> |
| • <i>Customer Service Representative</i> | • <i>Warehouse Worker</i> |

VII. Conclusion

Q43. In conclusion, is there any general feedback, advice or comments you would like to make about our institution or the impact it had on you?

	Douglas College	All Institutions
1. Comment Provided	39%	36%
2. Don't Know	59%	60%
3. Refused	2%	4%

(Examples appear below. See Appendix for full transcript.)

- *Douglas College classes were equivalent or better than other "higher-level" university courses in many cases because of the level of the instructors and the small class size.*
- *The class size was nice, but it is like a prison being so dark and gloomy.*
- *Far exceeded expectations, very professional.*
- *Douglas College was fun and the teacher tried to teach the material in a different way and not the dry old-fashioned way.*
- *Instructor XXXX was excellent and went well beyond the call of duty.*
- *The college should keep on doing what its doing and they are on the right track. Douglas College was the best of all the colleges I've been to, except for the registration problems.*
- *The only thing I had problems with was the registration, because even with online registration it was still challenging.*
- *The school itself is good, but the registration and availability could be improved upon. Basically, more assurance that you would get into the program and get courses.*
- *I would just like to see better access to courses, and more courses available.*
- *It was fun and awesome.*

VIII. Respondent Characteristics

Obtained from internal student records; not asked as part of the survey

1. Age (at time of survey)

	Douglas College	All Institutions
17 – 19 years	11%	17%
20 – 25 years	64%	51%
26 – 30 years	13%	11%
31 – 35 years	5%	7%
36 – 40 years	4%	5%
41 and older	4%	9%

2. Gender

	Douglas College	All Institutions
Male	47%	44%
Female	53%	56%

3. Program

	Douglas College	All Institutions
Arts and Science	91%	63%
Business and Management	8%	12%
Mechanical and Related	0%	5%
Engineering, Electrical and Electronics	0%	4%
Construction and Precision Production	0%	3%
Computer and Information Services	0%	3%
Nursing and Health Related	0%	3%
Visual Performing and Fine Arts	0%	2%
Education and Library Science	0%	2%
Agriculture, Natural Resources and Science Technology	0%	2%
Transportation	0%	1%
Recreation, Tourism, Hospitality and Service	1%	1%
Legal, Social and Home Economics	0%	1%

4. Cumulative Credits

	Douglas College	All Institutions
Less than 9	0%	3%
9 – 11.9	29%	19%
12 – 14.9	20%	18%
15 – 17.9	18%	18%
18 – 20.9	20%	15%
21 – 23.9	13%	13%
24 or more	0%	14%

5. GPA

	Douglas College	All Institutions
1 – 1.99	35%	32%
2 – 2.99	44%	38%
3 – 4.33	21%	30%

APPENDIX

Full Transcript of Comments Provided

Q9. Reason for choosing institution:

G. OTHER REASON

- *A lot of my friends went there.*
- *Because my friends were there.*
- *Friends who had taken courses there recommended Douglas College.*
- *I had friends there and it had a good atmosphere.*
- *I had friends there.*
- *I knew a lot of people who were going to Douglas College.*
- *I knew several people and wanted to be with them at Douglas College.*
- *I played basketball for the team.*
- *I wanted to join the wrestling team.*
- *I wanted to use Douglas College as a stepping-stone before I enroll in University.*
- *I wasn't sure what I wanted to do.*
- *My brother was attending the College.*
- *My friends went there.*
- *My peers attended Douglas College after high school.*
- *Out of all of the colleges, it seemed like the best one.*
- *Prompt response I received from the college.*
- *Relaxed atmosphere and friendly staff.*
- *The counselors.*
- *The good quality of the instructors.*
- *The sit in policy (late registration) helped me out.*
- *The sports offered.*
- *Their athletics and I had friends attending there.*
- *They have a good baseball team.*
- *They have a great chemistry teacher.*

Q10. Goals when first started at the institution:

K. OTHER GOAL

- *Looking for a place to get some feedback on writing work.*
- *To get good grades.*

Q19. What, if anything, would you like to see different about the institution?

- *A better reputation for the college.*
- *A more efficient registration process and more payment options.*
- *A more mature environment is needed.*
- *A new building at the main campus.*
- *A wider range of courses.*
- *A wider variety of classes for first-year students should be made available at the Maple Ridge campus.*
- *A wider variety of programs is needed.*
- *Being able to get into the programs easier- less waitlists.*
- *Better access to the courses, with more instructors and interaction with the instructors.*
- *Better parking.*
- *Course availability and registration procedures could be improved. Internet registration does not confirm that you are in a particular class, which makes it difficult to make alternative arrangements.*
- *Douglas College is too much like a high school and it should be more like a university.*
- *Have enough seats available in certain courses for the present demand.*
- *Have friendlier staff in the registration department.*
- *Have more classes and reduce waiting lists.*

- *I had one problem with a professor. I spoke to the head of department, and then the professor, but did not get anywhere with either of them.*
- *I think the computer courses should be offered at both campuses, not at just one.*
- *I think the courses are filled with students, but I want a smaller number of students per class. I want more interaction between student and teachers.*
- *I think they should allow more students to enter the popular classes and they should make them more available.*
- *I think they should have a gym, and more recreational activities.*
- *I think they should improve the general atmosphere and the Campus should be brighter with more lights. The campus should have a better vibe.*
- *I think they should increase the size of their Nursing Program.*
- *I think they should offer a larger variety of programs.*
- *I think they should open up some rooms for students to use to study in groups or on their own.*
- *I want easier registration.*
- *I want more courses offered.*
- *I want more Spanish courses in the evening.*
- *I want more variety of courses.*
- *I want two intakes per year for the psychiatric nurse program.*
- *I would have liked to have an easier transition to university by having the program more accurately represent a university setting.*
- *I would have liked to have seen an academic advisor and this should have been easier.*
- *I would like the tuition to decrease.*
- *I would like them to be more welcoming.*
- *I would like them to do what is necessary to make their credits / diplomas universally recognized throughout Canada.*
- *I would like them to expand the Thomas Haney campus.*
- *I would like them to have a wrestling team.*
- *I would like to see a Fine Arts Program offered.*
- *I would like to see a Fine Arts program.*
- *I would like to see better notice on completion of courses.*
- *I would like to see classes be available more often, and at both Campuses.*
- *I would like to see different buildings colours.*
- *I would like to see higher prerequisites.*
- *I would like to see it have more programs which lead directly to a job in the field.*
- *I would like to see less rules regarding the registration process and more help when you're registering.*
- *I would like to see more accessibility to courses and not have them restricted to students in certain programs, but available to general studies students as well.*
- *I would like to see more courses offered.*
- *I would like to see more places on the night courses.*
- *I would like to see more seats for courses, and different times courses are offered.*
- *I would like to see more sections offered or more time slots for the broad range courses that everybody has to take, like Geography and History.*
- *I would like to see more variety of courses offered at all of Douglas' colleges.*
- *I would like to see smaller class sizes.*
- *I would like to see some preferred status, because I wish they looked at your job experience, and how long you've been waiting, and your personal life.*
- *I would like to see the registration process changed, the waiting lists are too long, and there is no information on how to gain entry into courses. I waited two years to get into one course.*
- *I would like to see the registration process improved.*
- *I would like to see the Thomas Haney location open again.*
- *I would like to see them change the registration process.*
- *I would like to see them clarify the courses required to complete certain degrees.*
- *I would like to see them improve the registration process.*

- *I would like to see them improve the registration process. Also, I had one teacher twice and, in both cases, I felt he was less than knowledgeable.*
- *I would like to see them offer more courses on-line.*
- *I would like to see them to improve the registration process, and I also didn't like the prerequisites to enter certain courses.*
- *I would like to see tuition fees lowered.*
- *I'd like them to increase the sizes of classrooms, or increase the number of classes so that more students could take the courses.*
- *I'd like to see them increase the sizes of the classrooms and provide more classes.*
- *I'd like to see them offer courses multiple times a year rather than just once.*
- *Improved campus, more common areas, better instruction and information available for each course.*
- *Increase the number of students in the nursing program.*
- *It was a cold college, so perhaps make it brighter and friendlier.*
- *Larger class size and more classes to avoid a waiting list.*
- *Lower tuition fees.*
- *More access to courses.*
- *More activities for new students to get to know other students.*
- *More activities for students, like social activities.*
- *More activities outside of the curriculum, like a student union.*
- *More availability of courses, and more funding so that Douglas College can offer more courses.*
- *More courses available for popular courses and more seats in the nursing program.*
- *More courses offered because it was difficult to get into classes at times.*
- *More degree programs.*
- *More funding for the student union.*
- *More seats are needed for first year students in certain courses.*
- *More serious of an environment. Less attention on social life, and more like a university atmosphere.*
- *More teachers should be brought in so Douglas College can offer more classes. Funding problems need to be overcome so students can get educated, especially in the entry-level courses, because those initial, general education courses are mandatory.*
- *Nicer staff in registration department.*
- *Offer more courses at the Maple Ridge campus.*
- *Provide more financial assistance.*
- *Stop raising the tuition.*
- *Students should be given more information and have their questions answered clearly by the counselling staff.*
- *The application and registration process was too complicated.*
- *The buildings could be improved.*
- *The instructors need to get more involved with the students. The classes are too big.*
- *The library needs more books, especially biology and organic chemistry.*
- *The people in the registration were rude.*
- *The quality of instruction should be higher, especially Andragogy more so than Pedagogy.*
- *The registration either needs to be greater or have two classes run on a subject at the same time, so all the students can get in.*
- *The registration for courses was hard, I would like this made a little easier.*
- *The registration process causes problems when trying to get into classes, as they are always full.*
- *The registration process is poor and students need more attention from the college and teachers.*
- *The registration process is uncertain, because the wait lists are too long or the courses are not available.*
- *The registration process needs to be improved as well as the recreational facilities on campus.*
- *The registration process requiring you to go to the instructor is a waste of time. Postings should simply say if the class is full or has a waiting list.*
- *The registration process should be changed.*

- *The registration process. The phone lines were always busy. The class sizes were always full; there weren't enough class sections. The parking at New West campus was bad.*
- *The registration should be easier since you are given a time to call in to register, but the lines are busy.*
- *The registration staff doesn't always give out accurate information and they mislead the students. Some of the staff needs to be more approachable and friendly.*
- *The registration staff isn't very helpful, so I would like to see more helpful and friendly staff.*
- *The registration was confusing. As well, the class sizes should be larger.*
- *The registration was crowded and I had trouble getting in to some programs, so I would have liked clarification on the course requirements.*
- *There needs to be bigger classes, or more classes, because it can be hard to get in.*
- *There needs to be more of Douglas College campuses.*
- *There should be a better selection of courses and more availability.*
- *There should be better access to courses.*
- *There should be less ambiguity with transfer credits from Douglas to other institutions, specifically local universities.*
- *They could improve their student services.*
- *They could make the registration date more flexible.*
- *They have to give more information on what is needed to enrol.*
- *They need an accounting area or a place to pay for schooling.*
- *They need more academic counsellors, especially for transfers help.*
- *They need to fix the roof.*
- *They need to improve access to courses.*
- *They should bring in better, more knowledgeable instructors.*
- *They should expand and offer a better variety of courses, and night school.*
- *They should offer more classes at different times of the day to allow students to work and go to school.*
- *They should offer more courses.*
- *They were on the right track by having student social activities but it wasn't enough. Look at modeling the first year welcome week program at Trinity Western as a benchmark. Consider a course "University 101", such as it is at Trinity.*
- *Tuition fees are too high.*
- *We need more computer labs.*
- *You should be able to see an advisor in a timelier manner.*

Q20. What, if anything, was valuable to you about being a student at the institution?

- *Access to biology labs when you wanted.*
- *Basic life skills.*
- *Being a student at Douglas College taught me responsibility, discipline, and independence.*
- *Being at Douglas College opened up a whole new area of interest and understanding of the process of higher education for me.*
- *Class size and hours of education.*
- *Class size was good.*
- *Doing the courses I needed to do in order to transfer to another institute was very valuable to me.*
- *Douglas College has a good reputation and it prepared me to go to university.*
- *Everyone in the Sports Department was very friendly.*
- *Getting an education.*
- *Getting good marks in my courses.*
- *Great teachers.*
- *Helped me decide on what I wanted to do.*
- *High quality of Teacher's Aids, professionalism of faculty, small class sizes.*
- *I associated with some good teachers and learned a lot.*
- *I became more interested in my career choice.*
- *I clarified my career goals.*

- *I could take courses and prepare myself for other programs.*
- *I enjoyed my Geology course.*
- *I enjoyed the instructors.*
- *I enjoyed the Sports program.*
- *I felt comfortable there, and I had really great communication with the teachers and they were on my side.*
- *I felt the location and the accessibility of courses were very valuable to me.*
- *I finished my studies.*
- *I found out what I wanted to do with my study.*
- *I found that just the chance for me to be able to go to college was valuable, due to the fact I have three children. The biology labs were valuable and the instructors and staff were valuable. The hours were flexible and the location was great for me.*
- *I found what I needed to know about my future direction.*
- *I got a lot of interactive and study skills.*
- *I got my desired education.*
- *I got my education there.*
- *I got the courses I wanted.*
- *I got to explore my educational options.*
- *I had an excellent math teacher.*
- *I learned communication skills.*
- *I learned how to be organized.*
- *I learnt lots and I could easily fit in.*
- *I liked that they gave me the opportunity to try out many different fields, to find something I was interested in studying.*
- *I liked the class sizes, and the teachers were personable.*
- *I liked the classrooms and the Coquitlam campus.*
- *I liked the smaller class size and the more personalized, intimate feeling that came with that.*
- *I loved the teachers, and they were very understanding and inspiring. It was good to have instructors who had actual experience in their fields.*
- *I met new people, learned a lot of new things and the environment was friendly.*
- *I now have better personal expectations, and within my career as well.*
- *I think it clarified my goals and some of the staff were supportive.*
- *I think the encouragement from instructors was valuable to me.*
- *I think the experience of going back to school after several years away was very valuable to me.*
- *I think what I learned there was very valuable.*
- *I thought the educational standard of the small class sizes helped prepare me for UVIC.*
- *I thought the high quality of the programs, and the opportunity to transfer, was very valuable to me.*
- *I valued being back in school and getting a lot of different viewpoints from other students.*
- *I was able to meet the requirement for the nursing college.*
- *I was able to take the courses I required.*
- *I was taught new skills.*
- *It gave me the direction I needed in terms of the career I wanted.*
- *It helped me with my education, and broadened my horizons and this benefited me.*
- *It helped to direct my interests.*
- *It is a good learning experience.*
- *It made me qualified to get a better job.*
- *It made me think about having a stronger educational future, because it opened my eyes to future educational possibilities.*
- *It prepared me for a career.*
- *It prepared me for further study.*
- *It provided me with motivation.*
- *It was a good chance for me to re-adapt to the idea of taking post-secondary education.*
- *It was a good experience being on campus.*

- *It was a good experience overall.*
- *It was a good learning experience and helped me realize I was going in the wrong direction with my education.*
- *It was affordable, close to home and had a good atmosphere.*
- *It was all valuable.*
- *It was easy to get to and I did not have any problem getting to classes.*
- *It was nice to be part of campus life.*
- *It was valuable being in class and having the chance to learn.*
- *It was valuable to gain social skills, especially in a smaller setting because English is not my first language. Therefore, the smaller setting was more comfortable and friendly.*
- *It was valuable to get back in the "rhythm" of school, as I'd been out for a while and needed to get back into study habits.*
- *It was valuable to have somewhere to belong.*
- *It was valuable to me that the programs were applicable to the work environment which provided useful skills / knowledge.*
- *It was valuable to receive university transferable credits.*
- *Just being in college.*
- *Just getting into the courses I need at Douglas College was valuable.*
- *Just proving to myself what I was capable of.*
- *Learning how to be a post-secondary student.*
- *Meeting new people*
- *Meeting new people.*
- *My time there helped prepare me for future courses which, I feel, was extremely valuable at the time.*
- *Preparation for the more rigorous academics when I transferred.*
- *Provided me with a lot of help regarding courses. The teachers helped out a lot.*
- *Size of the class and the one-to-one atmosphere with the teachers.*
- *Small class sizes and the friendly atmosphere were valuable.*
- *The access to information I received at Douglas College and the introduction to Canada was very valuable.*
- *The benefit of being able to try courses and the class size was nice. More one-on-one helped me.*
- *The career oriented nature of the programs.*
- *The class size was good.*
- *The class size was really good.*
- *The class sizes were very valuable to me.*
- *The classes and the teachers were very valuable to me.*
- *The college reputation.*
- *The college was very welcoming as a community.*
- *The co-op opportunities with UVic.*
- *The cost.*
- *The courses that I took were valuable to me.*
- *The courses were helpful, and the location was nice.*
- *The Directions program gave me a lot of confidence.*
- *The education I received, as well as being able to transfer to SFU, was very valuable to me.*
- *The education was valuable and the teachers were good.*
- *The education.*
- *The experience I gained was valuable and this being my first college prepared me to go on, improved my study habits, and made me realize graduate school was attainable for me.*
- *The experience itself, and exploring my options.*
- *The experience.*
- *The fact that I attended a college.*
- *The instruction was good.*
- *The instructors and class size made it a wonderful experience.*

- *The instructor-student interaction was valuable to me because I was never made to feel uncomfortable about asking questions about the work I was doing.*
- *The knowledge I gathered there was very valuable.*
- *The learning*
- *The location was very valuable to me, as was the quality of the courses. I also liked earning the credits for future education.*
- *The location was very valuable to me.*
- *The math teachers were very good.*
- *The opportunity to better my career was valuable to me.*
- *The opportunity to upgrade my skills.*
- *The overall education I received at Douglas College was valuable to me.*
- *The personal growth and development I received due to the instructors at Douglas College was valuable to me.*
- *The practicality of it.*
- *The quality of students is very good.*
- *The relationship between instructors and students was valuable.*
- *The skills that I learned from the courses and the people I met.*
- *The small class sizes were nice.*
- *The small class sizes were very valuable to me. As a result, the professor treated me like a person, rather than a number.*
- *The social aspect of it.*
- *The social interaction.*
- *The socializing was very valuable to me.*
- *The staff availability was very valuable to me.*
- *The teacher interaction with the students was very valuable to me.*
- *The teachers are very nice and the instruction was very good.*
- *The teachers were always helpful.*
- *The teachers were good.*
- *The teachers were great and there was a great atmosphere.*
- *The teachers were very good.*
- *The teacher-student interaction was valuable to me. I was previously not a very good student. At Douglas College, the small class sizes allowed me to socialize, get to know instructors, ask questions, and that was a big help when I went on to university*
- *The teaching and the patience teachers had was good.*
- *The things I learned and the people I met were very valuable to me.*
- *The whole experience was very positive. I really liked the personal atmosphere.*

Q21. How important were each of the following reasons for leaving the institution?

O. OTHER REASONS

- *Administration problems: very disorganized.*
- *I could not get into the courses I wanted (course availability).*
- *I got deregistered from everything and could not reregister.*
- *I had a baby.*
- *I had a lot of trouble with the registration. I spoke to a lot of people and was not satisfied, and so I ended up with the wrong classes.*
- *I just wanted to take a break from school for a while and do other things before continuing.*
- *I left because I didn't like getting taught by a Professor that I felt didn't want to be there.*
- *I moved from the area.*
- *I wanted a change, something brighter.*
- *I wanted to go traveling this year.*
- *I wanted to seek education in a well-rounded media program and Douglas could not offer me this.*
- *I was on the waiting list for the Nursing program, but it was taking too long so I decided to leave.*
- *Some of the teachers lacked experience and were rude.*

- *The programs that I wanted were not offered.*
- *The wait-lists were huge and I couldn't get into the course that I needed.*

Q22. What, in your own words, was the main reason you left the institution?

- *Because I completed my required credits.*
- *Because I qualified for admission elsewhere.*
- *Because I took all the courses I needed.*
- *Because I transferred to go back to university.*
- *Completed the course.*
- *Death in the family.*
- *Driving an hour to and from school after work every day was becoming too much of a hassle.*
- *Finances and family.*
- *Financial reasons.*
- *Finished qualifications for Education Program.*
- *Got a really good high-paying job.*
- *I achieved my goals.*
- *I actually needed to work full-time to pay for school.*
- *I am applying to enter a nursing program, and the waiting list is too long.*
- *I am on the waiting list.*
- *I broke my leg and needed health care.*
- *I changed my career goal.*
- *I changed my mind about my career goals.*
- *I changed my mind about my educational goals.*
- *I changed my mind about my studies.*
- *I changed my mind about the program I was planning to go to and I found a better program at BCIT.*
- *I changed my mind about what I was taking and decided to go to BCIT.*
- *I changed to a closer college.*
- *I completed all the courses I could do except the six-week practicum. It is difficult to pay the fee for a six-week practicum and not receive a pay for this period.*
- *I completed all the courses I needed to transfer.*
- *I completed all the prerequisites required for transfer to UBC.*
- *I completed my course.*
- *I completed my courses.*
- *I completed the courses I needed at Douglas College.*
- *I completed the program and transferred the credits.*
- *I could not afford any more.*
- *I could not afford it at the time.*
- *I could not enter the program I wanted because it was full.*
- *I could not take certain classes there, due to the schedule.*
- *I couldn't get into the core courses I needed and decided it wasn't the right direction of study for me.*
- *I developed a different field of interest.*
- *I did not get the courses I wanted.*
- *I didn't know what to study and I didn't have the funds.*
- *I do not like school.*
- *I figured out my career goals, and found a different program that Douglas didn't offer.*
- *I figured out what I wanted to do and Douglas College did not offer the program I wanted to take.*
- *I finished all my courses.*
- *I finished some of my classes but needed to go on the waiting list for future classes.*
- *I found out what I wanted to do, so I left.*
- *I got a full-time job and I needed time to figure out what I wanted to do.*
- *I got a full-time job, and changed my career goal.*
- *I got a full-time job.*
- *I got a job.*

- *I got accepted somewhere else.*
- *I got ill for an extended period of time.*
- *I got into Simon Fraser University.*
- *I got my grades for nursing*
- *I got the credit I needed.*
- *I got transferred to a university.*
- *I had a baby and am now wait-listed for college.*
- *I had a job opportunity that I took.*
- *I had been trying to figure out what I wanted to study, but Douglas College didn't help me with that at all, so I took time off to work and will be going to school in Toronto.*
- *I had changed my mind about the educational and career direction I wanted to pursue and needed to take some time to work in the industry of my choice before I took any further studies.*
- *I had completed all the courses I intended to take there.*
- *I had completed all the credits I needed to be accepted back at Simon Fraser University to finish my BA.*
- *I had completed my prerequisites at the college.*
- *I had completed the courses I needed to qualify at SFU for the program I wanted there.*
- *I had completed what I intended to and I am moving on to university.*
- *I had financial problems.*
- *I had taken all the courses I needed to transfer and complete the degree I had started at another university.*
- *I had the credits I wanted and I transferred to UBC.*
- *I had to leave for Toronto.*
- *I had to transfer to another institution because I want to study at University level.*
- *I had too many agendas at the same time.*
- *I had trouble with the registration.*
- *I have another course to go to.*
- *I just needed to figure out what I wanted to be, so I went away to travel.*
- *I just wanted to take a break before continuing with my studies.*
- *I lacked the money.*
- *I left because a job became available, and I ran out of money.*
- *I left because another opportunity opened up at BCIT, because I only went to Douglas College to gain some credits before transferring BCIT.*
- *I left because I became interested in another program that was not offered at Douglas College.*
- *I left because I completed the courses required in order to transfer to the program I desired.*
- *I left because I couldn't get into the courses I needed in order to transfer to UBC or SFU. Had I waited to get into the courses I wanted to get in to, it would've taken twice as long. So, I went to BCIT.*
- *I left because I couldn't get into the courses that I wanted to get into.*
- *I left because I couldn't get into the Theatre Program.*
- *I left because I did not get student loans, so I could not afford to attend.*
- *I left because I didn't have enough money to both pay for tuition and live.*
- *I left because I didn't see myself going anywhere while taking the courses I took. I wasn't very interested in those courses.*
- *I left because I felt I was wasting money on general courses, while waiting to get into the Nurse program.*
- *I left because I got a job and was unable to concentrate on both studies and work, so I took some time off.*
- *I left because I got a scholarship to another school.*
- *I left because I had a baby, which took away all my spare time.*
- *I left because I had completed the program.*
- *I left because I had to work.*
- *I left because I have a three-year-old son, and I lost my baby-sitter, which affected both my attendance and study time, so my marks suffered.*

- *I left because I moved and another school was more convenient.*
- *I left because I needed money to pay rent.*
- *I left because I ran out of money.*
- *I left because I wanted to do an engineering program, which isn't offered at Douglas College.*
- *I left because I wanted to experience a university setting, so Douglas College was too similar to high school and my educational needs were not being met.*
- *I left because I wanted to pursue a program at another Institution.*
- *I left because I wanted to take courses not offered at Douglas College that I specifically needed for my work.*
- *I left because I wanted to take some time off to travel.*
- *I left because I wanted to try a new experience, and because the program UVIC offered was the program I wanted.*
- *I left because I was accepted into the Education Program at the University of British Columbia.*
- *I left because I was getting frustrated with not getting the courses I wanted, and I wasn't progressing fast enough because I wasn't getting the courses I wanted.*
- *I left because I was unclear on what I wanted to do. I was spending too much money on courses that might not help me down the road.*
- *I left because I was working and needed time to reorganize, but I plan on going back soon.*
- *I left because my grades were bad, so they made me leave.*
- *I left because of family and the fact that I moved away from the area.*
- *I left because of personal and professional reasons.*
- *I left because of the wait listing and the lack of available courses, so I transferred elsewhere.*
- *I left because one of the teachers gave me the wrong grade and wouldn't fix it. I then got no help from anyone else, from the counsellors, teachers, or even students, so I left.*
- *I left because the cost of living in BC was too high.*
- *I left because the program I wanted was at another institution.*
- *I left Douglas College because I completed everything I wanted to do there and I transferred on for further education.*
- *I left Douglas College because I completed the courses I wanted and I transferred.*
- *I left Douglas College because I couldn't get into the two courses that I still needed.*
- *I left Douglas College because I got the credits that I needed.*
- *I left Douglas College because I secured employment elsewhere.*
- *I left Douglas College because I started working full-time and my schedule would not allow me to attend school.*
- *I left Douglas College because I wanted to work full-time.*
- *I left Douglas College because I was unable to get into the University Transfer Program.*
- *I left Douglas College because I was unable to take the one course that I needed to take.*
- *I left Douglas College because of a lack of studying time due to the fact that I had to work full-time.*
- *I left Douglas College because of family issues and I was on a waiting list for a program I wanted, so I decided to work while I was waiting.*
- *I left for personal reasons.*
- *I left to get a degree, and Douglas College couldn't provide me with one.*
- *I left to pursue another career opportunity.*
- *I left to pursue my degree at another university.*
- *I lost interest in the program.*
- *I moved out of the area.*
- *I moved out of the country.*
- *I moved to a different program at another college.*
- *I needed to complete a few courses in order to transfer to UBC and I left because I had completed them.*
- *I needed to save more money so I didn't have to take out such a big student loan.*
- *I needed to work full time because finances were a problem.*

- *I only went to Douglas College because I was unable to get into Kwantlen College in my first year, so I upgraded my grade point average, and then transferred there.*
- *I qualified for admission elsewhere.*
- *I returned to SFU.*
- *I thought I wouldn't make it through university, and also because I was disappointed with the advisors.*
- *I took and completed two English courses at Douglas College.*
- *I took university transfer courses at Douglas College. When they were complete, I transferred to UBC.*
- *I transferred somewhere else.*
- *I transferred to a different school.*
- *I transferred to a university.*
- *I transferred to another college.*
- *I transferred to another university.*
- *I transferred to BCIT to do another course not related to Douglas College.*
- *I transferred to Capilano College.*
- *I wanted a change, and there are more programs at the college I am now attending.*
- *I wanted to do something else with my education.*
- *I wanted to get a Bachelor's program they didn't offer, which is an Associates Bachelor of Psychology.*
- *I wanted to go work to make money to travel.*
- *I wanted to study something that wasn't available at Douglas College.*
- *I wanted to take Spanish classes and they were not available.*
- *I wanted to travel and to work.*
- *I was accepted into the University of Victoria.*
- *I was de-registered.*
- *I was finishing my degree at Douglas College and I left because I had completed everything.*
- *I was moving to Calgary.*
- *I was no longer motivated.*
- *I was not doing well academically.*
- *I was put on probation and lost the drive to go to school.*
- *I was suspended.*
- *I was taking a semester at Douglas for my own enjoyment while waiting to go to university and I finished the courses.*
- *I was unsure of where I wanted to go when I entered Douglas College, and I wasn't finding my goals any more clear, so I decided it was not worth spending the money to go there any more.*
- *I was working at a job. When I got promoted, I decided not to continue for the time being.*
- *I wasn't meeting my educational goals so I moved to another institution.*
- *I wasn't sure what exactly I wanted to do, so I felt I was wasting time.*
- *I went somewhere else.*
- *I went to BCIT to become an engineer.*
- *I went to complete a diploma program before returning to Douglas College.*
- *It seemed like a waste of time to go through the transfer program.*
- *It was a transfer program and I transferred.*
- *It was the increase in tuition and the fact that I could not get into my classes.*
- *It wasn't a set program, there wasn't a specific "job" at the end, the program was too general and I didn't feel it would help me in the future.*
- *Lack of clear goals.*
- *Lack of courses offered.*
- *Location.*
- *Most of courses do not transfer to UBC and I want to go to UBC.*
- *Most of the classes were already full due to registration.*
- *My financial deficit was high due to tuition costs.*
- *My interests changed.*
- *My lack of clear goals and motivation, so I didn't have the interest.*
- *My son was having lots of health problems and I just felt I needed to be at home.*

- *My wife was completing her degree. While she did this, I took correspondence courses through Open University while I worked. I could not get the classes at Douglas College at the time I need (in the evening), so I am pursuing correspondence studies elsewhere.*
- *Personal career choices led me to conclude that my program wasn't for me.*
- *Qualified to transfer into another program.*
- *Scheduling, bad professors, unorganized administration, and poor educational advisors.*
- *Spent some time in the Okanagan and didn't come back in time for school.*
- *Stress and work.*
- *The availability of the courses. I needed something that would guarantee I was given the courses I wanted, so I transferred elsewhere.*
- *The campus is too far away.*
- *The classes were full.*
- *The college did not have the program I wanted.*
- *The financial situation.*
- *The instructor's attitudes and practical skills shocked me.*
- *The main reason I left was that I could not get the courses I needed and I was accepted to Simon Fraser University.*
- *The main reasons I left Douglas College were because I couldn't get into the course I needed and I wanted to do some preparation for the math course before I took it and received a lousy grade on my transcript.*
- *The program I needed was not offered.*
- *The program I wanted to take wasn't offered.*
- *The registration was a problem; I could not register by phone, also the night courses filled up too quickly.*
- *The transportation was difficult.*
- *There was no Fine Arts program.*
- *There was no information or career guidance.*
- *They did not have the program that I wanted.*
- *They did not offer the program that I needed.*
- *They didn't have any programs that interested me.*
- *They were not offering the course I wanted to take.*
- *Transferred to SFU.*
- *Transferred to UBC.*
- *Wanted to take a well rounded media program elsewhere.*

Q33. What was or is your field of further studies?

- *Administrative Assisting*
- *Aesthetics*
- *Aircraft Technology*
- *Airline Manufacturing and Maintenance*
- *Animal Conservation*
- *Anthropology and Sociology*
- *Arts*
- *Arts and Education*
- *Associate of Arts program*
- *Associates of Psychology*
- *Auto Mechanics*
- *Automotive Technician*
- *BA Asian Studies*
- *Bachelor of Arts majoring in English*
- *Bachelor of Arts, Teaching*
- *Bachelor of Education*
- *Bachelor of Science*

- *Bachelor of Science (major in Biology)*
- *Biology*
- *Bio-med Engineering*
- *Broadcasting*
- *Business*
- *Business Administration*
- *Business Administration BA*
- *Business and Geography*
- *Business Commerce*
- *Business Marketing*
- *Chemistry and Biology*
- *Civil and Structural Engineering*
- *Civil Engineering*
- *Commerce and Business*
- *Communications*
- *Completion of the Associates Degree*
- *Computer Engineering*
- *Computer Programming*
- *Computer Science*
- *Computers*
- *Criminology*
- *Culinary Arts*
- *Dental Technology*
- *Economics*
- *Education*
- *Electrical Engineering*
- *Electronics*
- *Elementary Education*
- *English and Math upgrading*
- *English Literature*
- *Fashion Art Diploma*
- *Financial Management*
- *Fine Arts*
- *Forensic Lab Technician*
- *General Science*
- *General Sciences*
- *General Studies*
- *General Studies Program*
- *Heating and Ventilation*
- *Hotel Management*
- *Human Kinetics*
- *Human Resources*
- *I am doing electrical engineering.*
- *Industrial Plumbing*
- *Integrate Engineering*
- *Interior Design*
- *Kinesiology*
- *Legal Secretary*
- *Marketing*
- *Massage Therapy*
- *Math upgrade courses to go into Business Studies*
- *Media*
- *Medicine*

- *Mining Technology*
- *Montessori Preschool Teacher - Early Childhood Education*
- *My field of further studies is a Trades program to become a welder.*
- *Nursing*
- *Nutritional Sciences*
- *Petroleum Engineer*
- *Pharmacy*
- *Photography*
- *Power Engineering*
- *Professional Certified Makeup Artist*
- *Psychology*
- *Radiology*
- *Real Estate*
- *Residential Construction*
- *Robotics Engineering.*
- *Science*
- *Social Work*
- *Teacher Education*
- *Theatre*
- *Theology*
- *Therapy*
- *Tourism*
- *Transportation and Auto Body*
- *University Transfer Commerce*
- *Upgrading some courses in math*
- *Women Studies*

Q34. What was the name of the institution at which you were/are enrolled for further studies?

- *Alberta College of Art and Design*
- *Blanche MacDonald Centre for Applied Design (2)*
- *Burnaby College/ Western Montessori Teachers' College*
- *Campbellsville University*
- *Coquitlam Learning and Opportunity Centre*
- *Focal Point Photography School (2)*
- *John Casablanca's Institute*
- *Merced College - California*
- *New West Senior Secondary*
- *Royal Canadian Military Army*
- *Sprott-Shaw Community College*
- *Trinity Western University (2)*
- *University College of Cape Breton*
- *University of Calgary*
- *University of Central Florida*
- *Vancouver Premier College*
- *West Coast College*
- *West Coast College of Massage Therapy (2)*
- *York University*

Q35. What type of institution is this? (University, University College, College, Institute or Organization)

- *Upgrading adult education at high school.*

Q42. What is/was your job title or occupation?

- *Accounts Administrator*

- *Administration Manager (Burlington Properties - mortgage financing company)*
- *Administrative Assistant*
- *Administrative Assistant (civil engineering company)*
- *Administrative Assistant and a Server*
- *Animal Control Officer with the SPCA*
- *Assistant Manager*
- *Assistant Manager (fast food)*
- *Assistant Manager at a High-end Fashion clothing store*
- *Assistant Manager for a Grooming Salon for dogs*
- *Assistant to a marketing company*
- *Auto Painter*
- *Barrista at Starbuck's Coffee House*
- *Bartender*
- *Bartender in a club and Bartender in a restaurant*
- *Bartender in a restaurant*
- *Beverage Server*
- *Blood Donor Services, Marketing*
- *Carpenter (Care Home)*
- *Cashier (Save-On-Foods)*
- *Cashier at a gas station*
- *Cashier at a Grocery Store*
- *Cashier at clothing store*
- *Cashier, grocery store*
- *Cellular Phone Technician*
- *Child Care Supervisor*
- *Cleaner*
- *Computer Programmer of a software company*
- *Construction Labourer*
- *Convenience Store Manager*
- *Corporal in the Army (Infantry) Department of National Defence*
- *Customer Service - retail*
- *Customer Service Agent at WestJet Airlines*
- *Customer Service Manager - retail*
- *Customer Service Representative - Black's Photography*
- *Customer Service Representative (Advertising) / Sales Associate (Duty-free store)*
- *Customer Service Representative (Bank Teller), Royal Bank*
- *Customer Service Representative (Istonish)*
- *Customer Service Representative for a hotel*
- *Customer Service Representative for RMH*
- *Customer Service Representative in the Trucking Industry*
- *Daycare*
- *Deliver Pharmaceuticals*
- *Delivery driver for a wholesaler: food products, cleaning products, etc.*
- *Dental Technician*
- *Dental Technician Apprentice*
- *Dispatcher in film industry*
- *Driver/Shipper for an Auto Company*
- *Early Childhood Educator (infant toddler, teen parent program, YMCA program)*
- *Electronics Sales Representative*
- *Fashion / Clothing Sales - Retail*
- *Fast Food Cashier*
- *File Clerk - insurance*
- *Financial Service Administrator at a bank*

- *Fire Fighter*
- *Food Server*
- *Food Server at a coffee shop*
- *Freelance Makeup Artist*
- *Front Desk Agent for a hotel, and an Office Assistant at Remax (real estate)*
- *Front Desk Clerk in a hotel*
- *Galley Clerk serving food*
- *Game Promoter for Nintendo*
- *General Construction Worker*
- *General Labourer*
- *General Manager at Trading Company*
- *Head Receiver (in charge of all incoming raw materials) at Emco Plumbing and Heating Company*
- *Health Care Worker*
- *Health Care Worker for people with mental disabilities.*
- *High School Shop Teacher*
- *Homecare for the elderly and I work as a Barrista at Starbucks.*
- *I cut paper at a factory - Pressman*
- *I work in an assembly office- Head Manager of Assembly- liquor products*
- *I work the cash at Wendy's.*
- *Ice Attendant*
- *Journalist*
- *Junior Clerk at a grocery store*
- *Labourer for an commercial electrical company*
- *Labourer in a warehouse*
- *Landscape Helper*
- *Landscaping*
- *Language Coach*
- *Laundry Aide at a retirement home*
- *Legal Assistant*
- *Lifeguard*
- *Longshoreman*
- *Mailroom Clerk*
- *Maintenance Supervisor - Landscaping*
- *Maintenance Worker for the City of Port Moody*
- *Makeup Artist for movies*
- *Manager at a restaurant*
- *Manager of a pizza restaurant*
- *Manager of a retail store*
- *Manager of Starbucks*
- *Marketer for a gold company*
- *Marketing at the Bay*
- *Marketing Representative*
- *Math Tutor*
- *Medical Office Assistant*
- *Mill Worker (wood processing mill)*
- *Millwright*
- *Montessori Directress Assistant - Pre-school Teacher*
- *Office Administrator*
- *Office Clerk*
- *Office Manager/ Administrative Assistant*
- *Office Worker/ Secretary*
- *Parts Retail (Toyota)*
- *Personal Trainer*

- *Pharmacy Technician*
- *Phone Order Clerk*
- *Photo Lab Technician*
- *Pizza Store Manager*
- *Plumber*
- *Prep Cook at Sea-Lovers*
- *Private Business Owner*
- *Professional Driver*
- *Professor's Assistant at SFU*
- *Racket Technician*
- *Real Estate Assistant*
- *Receiver for Nordion*
- *Receptionist at an Optician office*
- *Receptionist for a weight loss organization*
- *Receptionist for Car Dealership*
- *Residential Care Aide - home care worker*
- *Resource Clerk in a government department*
- *Restaurant Cashier*
- *Restaurant Server*
- *Retail at the Bay*
- *Retail Customer Service*
- *Retail Sales (Old Navy)*
- *Retail Sales - athletic equipment*
- *Retail Sales - Women's Accessories*
- *Retail Sales Clerk*
- *Retail Salesperson*
- *Retail Service Salesperson*
- *Sales Assistant*
- *Sales Associate - retail*
- *Sales Associate - Retail Clothing*
- *Sales Associate (Aritzia ladies fashion retail store)*
- *Sales Associate at a shoe store - Transit Store*
- *Sales Clerk at the hardware store*
- *Sales for Pepsi*
- *Sales in a bookstore*
- *Sales in a jewellery store*
- *Sales Representative at a shoe store*
- *Sales Representative with clothing for Sport Chek*
- *Salesperson at Sears*
- *Salesperson at the Bay*
- *Security Officer*
- *Server (Croumba)*
- *Server (The Keg)*
- *Server at a coffee shop*
- *Server at a restaurant*
- *Server at a steak house*
- *Shift Leader at Rogers Video*
- *Shift Supervisor at Starbucks*
- *Shop Assistant at a video store*
- *Stock person - Three Range Warehouse*
- *Stock Person at a vegetable market*
- *Stock Person in a grocery store*
- *Stocking Clerk at a grocery store*

- *Supervisor at a movie theatre*
- *Swimming Instructor at a public pool*
- *Swing Manager - food industry*
- *Technical Installer at a dealership (car alarms and GPS)*
- *Technical Programmer for an Engineering Company*
- *Technical Support Person in a call-centre*
- *Technician at a bicycle shop*
- *Telus Customer Service*
- *Telus Customer Service Representative*
- *Ticket Person at the movies*
- *Trade Assistant for a children's store*
- *Tree Planter*
- *Video Store Clerk (Formosa Video Store)*
- *Waiter - Restaurant*
- *Waitress*
- *Waitress at a restaurant*
- *Waitress at Ruffs*
- *Warehouse Manager*
- *Warehouse Stocker*
- *Warehouse Worker (Pier One Imports)*
- *Warehouse Worker for an auto warehouse*
- *Web Designer*
- *Working for Okanagan Springs Brewery in the warehouse*

Q43. In conclusion, is there any general feedback, advice or comments you would like to make about the institution or the impact it had on you?

- *BCIT gives you more job related skills.*
- *Create or expand a Women's Study program.*
- *Douglas College and other colleges should have parallel course credits so that students can more easily transfer their courses without losing valuable time.*
- *Douglas College classes were equivalent or better than other "higher-level" university courses in many cases because of the level of the instructors and the small class size.*
- *Douglas College is a good college.*
- *Douglas College is a good institution for what it provides for the students.*
- *Douglas College is a great school.*
- *Douglas College was a good, friendly college.*
- *Douglas College was a great college.*
- *Douglas College was fun and the teacher tried to teach the material in a different way and not the dry old-fashioned way.*
- *Expand the New West and Coquitlam campuses in order to supply the demand for students.*
- *Far exceeded expectations, very professional.*
- *For getting an associates degree the programs should be more structured.*
- *Get more associates programs.*
- *Get rid of reputation of Dougie's Daycare. Higher entrance standards. Work on reputation.*
- *Good experience overall, but more courses would be helpful.*
- *I am not sure if I am still able to register, or am I still considered a student with the college.*
- *I can never get a hold of the program advisor for the CDA program. I have left many messages over the past month and no one has returned my phone calls.*
- *I enjoyed my experience there.*
- *I had a good time there and got everything I needed from it.*
- *I just think they should offer more classes and more of a variety of programs.*

- *I just wish the registration process was easier. I would also like to see more fun and original courses. It should maybe turn into a University College and specialize in more things. It was a very social place, so there was not much to make people to work*
- *I liked the PE program.*
- *I think it is really important that Douglas College upgrade their registration, they need to have more instructors and they need to offer more classes. Some of the long-term instructors need to be more flexible or open about the campuses or the times they*
- *I think it's a good school, but the campus should be more welcoming.*
- *I think it's a great school, offering great opportunities to further their post-secondary education. The tuition was reasonable. The New West Campus was convenient, whereas the other two were not.*
- *I think that it would be nice if they could add more classes for the popular courses.*
- *I think they do a great job at keeping the food cheap. Also, parking was pretty good. I would've liked it if they had a weight room.*
- *I think they should not close the Maple Ridge Campus.*
- *I was happy there and the tuition prices were fair.*
- *I would have liked to see more help with mature students and more guidance with counsellor visits. More help with choices and options.*
- *I would just like to see better access to courses, and more courses available.*
- *I would like Douglas College to cut down the waiting list for the Registered Nursing program as I've been waiting three years to get in.*
- *I would like to see courses that are more available.*
- *I would like to see Douglas College offer programs more like BCIT which lead you through all the steps necessary to get into a particular job or field.*
- *I would like to see more core courses available.*
- *I would like to see them make more courses available to people who go to work.*
- *I would like to see them offer more courses and programs on-line.*
- *I'd like them to increase the size of the Nursing Program.*
- *If someone applied to register, I think it'd be better if they were friendlier and more encouraging.*
- *Instructor XXXX was excellent and went well beyond the call of duty.*
- *It was a good way to go from high school to university.*
- *It was a great atmosphere, I am going back next year, and I am looking forward to going back.*
- *It was frustrating trying to get courses as a first year student. Should not have shut down the Maple Ridge campus. Eliminate some of the courses people take just because they have to and use the resources for courses people are more interested in.*
- *It was fun and awesome.*
- *It was tough to get into the classes. They were always full.*
- *It's a good school and I enjoyed the classes I took.*
- *It's a really good college, except for the tuition costs.*
- *Just improve the parking.*
- *Keep the classes open and easy to access.*
- *Keep up the good work.*
- *Keep up the great work.*
- *Make it more financially feasible to attend.*
- *More places in the nursing program.*
- *My experience at the college was alright.*
- *My experience was good and I got what I needed, but more staff and more classes need to be offered.*
- *Provide counselling to students.*
- *Really difficult staff to deal with at the registration office, and so they should have customer service training.*
- *Security people should not date students as this causes the rules to be slack.*
- *The administration was a little disorganized because I kept getting passed along.*
- *The campus is nice and well kept but the registration process should be changed.*
- *The class size was nice, but it is like a prison being so dark and gloomy.*

- *The college should keep on doing what its doing and they are on the right track. Douglas College was the best of all the colleges I've been to, except for the registration problems.*
- *The college should take only the maximum number of students who are eligible to enrol and not overbook the classes as this causes a problem to eligible students.*
- *The Coquitlam campus was good, but the New Westminster campus was too gloomy. I would have liked to have seen more flexibility in the courses. Some courses were only offered on one campus, and not the other, which was inconvenient.*
- *The curriculum, teachers and location were good at Douglas College, but the registration needs improvement.*
- *The David Lam campus is wonderful, but a few improvements are needed at the New Westminster campus.*
- *The instructors need to be more motivated because one kept calling it a "want-to-be" college. In addition, they need to have more course availability.*
- *The library is full of lots of material that was very useful during my studies at Trinity Western. My research skills were well honed at Douglas College.*
- *The only thing I had problems with was the registration, because even with online registration it was still challenging.*
- *The quality of instruction was often poor.*
- *The school itself is good, but the registration and availability could be improved upon. Basically, more assurance that you would get into the program and get courses.*
- *The teachers are good, but I wished the courses had smaller class sizes, or bigger spaces to accommodate for the number of students.*
- *The teachers are very good. I had a great experience there.*
- *The tiles at entranceways are slippery when wet, and the design of stairways are cramped at the change over of classes, so the design is badly conceived.*
- *There should be more room for students to take the classes they want to take.*
- *They had a great baseball coach.*
- *They need to open up more seats in their programs.*
- *They need to upgrade the course material and bring in better instructors.*
- *They should boycott the tuition hike and provide more parking.*
- *They should follow the same example set by BCIT. By this I mean have more specific programs, industry related courses, student job placement programs, and specific technical training.*
- *We need bigger classes to accommodate all students not on the waiting lists.*
- *We need more communication material sent to ex-students telling us about the new courses.*
- *You need to improve instructors' attitudes and practical skills.*

Subgroup Analyses

Douglas College Survey of "Short Stay" Students, 2003

This appendix examines differences between groups of survey respondents, e.g. the results of males compared to females. It is not a thorough analysis, partly because of time limitations and also because the sample size of 219 respondents is relatively small. Nevertheless, it provides preliminary information about particular populations whose distinctiveness may be masked in overall results.

The data reported below are only for those questions in which a noteworthy difference emerged between the various groups of respondents. In interpreting the results, it is important to remember that most of the respondents came from open enrolment programs and took courses that are transferable to university.

Gender

Males and females gave similar responses to most questions, but a few differences did emerge. Males were younger, had less previous postsecondary experience, and achieved fewer high marks in secondary school. Douglas College's reputation was a more important consideration for females in their enrolment decision and they placed a greater importance initially on completing a Douglas College credential. Women reported a slightly higher level of motivation about being a student.

On those questions where men and women differed in their ratings of Douglas College, or of their experience at the College, women were consistently more positive. Men, however, reported clarifying their educational goals more often than women (perhaps related to their higher rate of course failure.)

Men were more likely to say they left Douglas College for employment reasons or because they changed their mind about program or job goals. Women's responses were more frequently that they completed all the courses they intended or that personal circumstances were important.

62 percent of males and 56 percent of females continued their studies within a year of leaving Douglas College. Males, however, went to BCIT at double the rate of females.

Key Differences

	Male	Female
	n = 103	n = 116
Demographics	%	%
Age 21 and younger (when surveyed)	54	41
Last educational institution attended: secondary school	68	59
Secondary school grades: mainly A's and B's	29	40
Low GPA at Douglas (1.0 – 1.9)	43	28

Reason for enrolling at Douglas: Reason was "Important"	Male	Female
Reputation	25	38
To complete a credential	34	43
Motivation: "Very motivated"	47	56
Evaluation of Douglas and of experiences here: "Very Good"	%	%
Organization of program	18	28
Quality of campus life	8	17
Educational standards (challenge, grading)	12	31
Your own enjoyment of institution	16	24
Preparation for future study	14	23
Failed one or more courses	38	25
Educational goals became more clear	61	49
Reasons for leaving: "Very Important"		
Completed all intended courses	23	45
Changed mind about program or job goals	38	21
Got a job or decided to work	28	20
Personal circumstances (e.g. health, family)	16	30
Employment		
Further education		
Of those taking further education: At BCIT	33	14

Age

Older students, i.e. those age 22 or older at the time of the survey, had more previous postsecondary education and achieved higher grades at Douglas College. They came to Douglas College with clearer goals and higher levels of motivation, choosing the College for practical reasons such as location, courses offered and reputation. In many cases, they saw Douglas as a stepping-stone, either providing basic skills or preparing them to enter a program in another field.

Older students were more satisfied with the college and their experiences here. They more frequently attained their objectives and viewed their enrolment as worthwhile. They left Douglas College more often having completed all their intended courses or due to personal circumstances.

Despite the greater satisfaction and goal attainment of older students, it was younger students who more frequently continued their studies within a year of leaving Douglas College. They more frequently continued studying full-time and they attended BCIT at higher rates than older students.

Key Differences

	Young	Older (Age 22+)
	n = 104	n = 115
Demographics	%	%
Male	54	41
Last educational institution attended: secondary school	84	44
Low GPA at Douglas (1.0 – 1.9)	43	27
Reason for enrolling at Douglas: Reason was "Important"		
Location	56	73
Program or courses offered	58	70
Reputation	26	37
Qualify to enter a program in another field	43	56
Find out what you enjoy studying	63	50
To improve basic skills	30	43
Reasons for enrolling: "Very Clear"	33	62
Number of courses originally intended: "Very Certain"	30	54
Motivation: "Very Motivated"	34	68
Evaluation of Douglas and of experiences here: "Very Good"		
Instruction	22	44
Organization of the program	15	30
Educational standards (challenge, grading)	14	29
Your own enjoyment of institution	12	28
Preparation for future study	12	25
Reasons for leaving: "Very Important"		
Completed all intended courses	26	43
Changed mind about program	39	20
Disappointed with program	15	4
Disappointed with own performance or failed program	15	6
Lost interest in studies	18	10
Personal circumstances	19	27
Original objective: "Completely Met"	10	37
Completely worthwhile	22	46
Program: "Completely Satisfied"	25	44
Institution: "Completely Satisfied"	21	36
Employment		
Further education		
Taken further studies	66	52
If taken further studies: Full-time	84	73
If taken further studies: "Very" related field of studies	23	52
If taken further studies: At BCIT	29	17
If taken further studies: At SFU	14	23

Grade Point Average

Respondents with higher Douglas College GPAs tended to be older females who had done better in secondary school and who had some previous postsecondary experience. They came to Douglas College with fairly clear goals, namely to prepare for transfer. They were satisfied with their experience here and left primarily because they completed all the courses they originally intended. Three quarters continued their studies in the year after leaving Douglas College, with SFU being an important destination.

Short stays with lower GPAs, in contrast, were more likely to be younger students with lacklustre secondary school records. They more often expected to complete a credential at Douglas College and placed a higher priority on learning new job skills (but they perceived their initial goals to have been less clear than did respondents with higher GPAs.) Their experience of Douglas College was less positive, but they did succeed in many cases in clarifying their personal goals. Although half continued their studies after leaving Douglas, employment and career development were also important subsequent activities.

Key Differences

GPA:	1.0 – 1.9	2.0 – 2.9	3.0 – 4.33
	n = 76	n = 96	n = 47
Demographics	%	%	%
Age 21 or younger (when surveyed)	59	48	28
Male	58	44	36
Last educational institution attended: secondary school	82	60	38
Secondary school grades: Mainly A's and B's	22	39	49
Reason for enrolling at Douglas: Reason was "Important"			
Prepare to transfer	61	67	79
To complete a credential	46	43	19
To learn new job skills	55	47	36
To gain confidence or self esteem	34	26	19
Clarity of initial goals: "Very Clear"	38	46	68
Evaluation of Douglas and of experiences here: "Very Good"			
Quality of instruction	20	29	66
You own enjoyment of institution	15	17	36
Preparation for future study	12	15	38
Educational goals when leaving: "Less Clear"	20	4	4
Personal goals when leaving: "More Clear"	53	39	36
Reasons for leaving: "Very Important"			
Completed all intended courses	20	32	64
Transferred or qualified for admission elsewhere	34	44	66
Changed mind about program or job goals	47	24	9
Lacked clear goals or motivation	25	16	6
Disappointed with program	16	7	4
Disappointed with own performance or failed program	25	1	6
Lost interest in studies	25	7	9
Got a job or decided to work	34	24	6
Job situation changed	24	21	4
Finances	22	24	4

GPA:	1.0 – 1.9	2.0 – 2.9	3.0 – 4.33
Failed no courses	25	90	98
Dropped or withdrew from no courses	42	59	66
Repeated no courses	65	91	98
Achieved original objective: "Completely Met"	5	21	60
"Completely" worthwhile	24	34	53
Satisfaction with program: "Completely"	21	33	60
Satisfaction with institution: "Completely"	16	29	49
Employment			
Currently working	83	66	57
Employment part of desired career path: "Yes"	32	24	13
Further education			
Studied after leaving Douglas	49	59	75
If taken further studies: At BCIT	17	15	9
If taken further studies: At SFU	3	8	30

Further Study

The differences between those who continued their studies in the year after leaving Douglas College were not as pronounced as the GPA differences in the previous section, although those who continued their education were a little older and did have higher GPAs. The experiences and ratings of Douglas College from those who continued their studies were similar to those who didn't continue, and they had chosen to attend Douglas College for much the same reasons (location was a little less important to high GPA students and not getting admitted elsewhere was a little more important.) Their goals were more transfer oriented.

Those who did not continue their studies were a bit more job oriented in their goals and were more tentative about their field of studies. They more frequently had thought they would complete all the courses for a Douglas College credential. Their reasons for leaving more frequently had to do with employment and personal circumstances, rather than qualifying for admission elsewhere or completing all the courses they had intended. While they were a little less satisfied overall and achieved their original objective at lower rates, the differences are modest.

Key Differences

	Ended Studies	Further Studies
	n = 90	n = 129
Demographics	%	%
Age 21 or younger (when surveyed)	39	54
Last educational institution attended: secondary school	71	57
Low GPA at Douglas (1.0 – 1.9)	43	29
Reason for enrolling at Douglas: Reason was "Important"		
Location	72	60
Not admitted elsewhere	14	23
Prepare to transfer	57	74

Qualify to enter a program in another field	44	54
	Ended Studies	Further Studies
Complete a credential at Douglas College	52	30
Learn new job skills	53	43
Decide on a career or to change careers	62	49
Find out what you enjoy studying	64	50
Personal interest	58	43
Evaluation of Douglas and of experiences here:		
Educational goals when leaving: "More Clear"	49	59
Achieved original objective: "Completely"	19	27
Overall satisfaction: "Completely"	23	33
Reasons for leaving: "Very Important"		
Completed all intended courses	26	41
Transferred or qualified for admission elsewhere	17	65
Lacked clear goals or motivation	22	13
Got a job or decided to work	39	13
Job situation changed	30	10
Personal circumstances	33	16
Finances	28	13
Employment		
Currently working	82	61
Further education	0	100

Satisfaction

Less satisfied respondents tended to be younger and male. They had similar goals as more satisfied respondents, although the goals were not quite as clear and they were more likely to have enrolled at Douglas College because they were not admitted elsewhere.

The dissatisfied students were more negative across the board, rather than focussing on particular aspects of Douglas College. They had more frequently failed or withdrawn from courses, and more frequently changed their mind about their program or job goals. Differences in employment after leaving Douglas College were minor.

It was the less satisfied students who were more likely to continue their studies in the year after leaving Douglas College, and they were more likely to be full-time if they remained a student. BCIT was an important destination.

Key Differences

	Less Satisfied n = 58	More Satisfied n = 161
Demographics		
Age 21 or younger (when surveyed)	71	39
Male	55	44
Last educational institution attended: secondary school	78	58
Low GPA at Douglas (1.0 – 1.9)	48	30
Reason for enrolling at Douglas: Reason was "Important"		
Location	53	68
Not admitted elsewhere	28	16
Reputation	21	36
Liked college and/or class size	33	55
Clarity of goals when enrolling: "Very Clear"	36	52
Evaluation of Douglas and of experiences here: "Very Good"		
Quality of instruction	10	42
Organization of program	2	31
Quality of support services	17	33
Friendliness/welcoming atmosphere	9	32
Orientation to the institution or program	3	13
Registration processes/access to courses	7	19
Quality of campus life	3	16
Educational standards (challenge, grading)	5	28
Enjoyment of institution	3	26
Preparation for future study	7	23
Preparation for future work	2	15
Failed no courses	59	73
Withdrew from no courses	43	59
Dropped no courses	72	87
Educational goals when leaving: "More Clear"	45	58
Completely achieved original objective	7	30
Completely worthwhile	5	45
Completely satisfied with program	12	43
Completely satisfied with institution	0	39
Reasons for leaving: "Very Important"		
Completed all intended courses	22	39
Transferred or qualified for admission elsewhere	52	43
Changed mind about program or job goals	45	23
Disappointed with program	24	4
Disappointed with institution	16	3
Disappointed with own performance	24	6
Lost interest in studies	26	9

	Less Satisfied	More Satisfied
Employment		
Further education	71	55
If studying: Full-time	90	74
If studying: At BCIT	37	17



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